Towards Excellence
A Report on Education in the Northwest Territories

NWT Education, Culture and Employment
January, 2000

# A Message from the Minister

100-07386/

As a Northwest Territories education system, our goal is to prepare students to meet the challenges ahead of them. The North is full of potential employment opportunities in a variety of occupations. We want our young people to have the skills and knowledge they will need to pursue whatever employment options they are interested in.

The Department of Education, Culture and Employment is committed to regularly assessing and evaluating the effectiveness of our programs for students. Part of that assessment is the collection and analysis of information about the success of our students and the school system. This document is the third of its kind, providing a summary of indicators relating to our education system.

We are pleased to publish this information, allowing parents, educators, the public and department staff to see what programs are successful and where we can continue to make changes. This year's results show that we have a system that we can be proud of. While there is always room for improvement, the indicators show that we offer a good education for our students, across the NWT.

Jake Ootes

Hon. Jake Ootes
Minister, Education, Culture
and Employment

*The mission of the Department is to invest in and provide for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society.*

The following objectives are outlined in the Department's Strategic Plan, *People: Our Focus for the Future:*

1. To improve support to communities to achieve their culture, heritage and language goals. *People told us communities should set priorities for culture, heritage and language activities. Our overall approach will be to ensure that they have the flexibility to do so.*
2. To provide people in all communities with access to public information networks. *Our overall approach will be to work with other government departments and the private sector to establish information networks and use them to support personal development, learning and innovative approaches to program delivery.*
3. To build a comprehensive early childhood learning system. *Our overall approach will be to integrate childcare and early childhood education to create a comprehensive early childhood learning system.*
4. To improve student achievement. *People told us they want the NWT school system to be the best it can be and they want to be sure students leave school with the skills they need for the future. Overall, we will focus on those areas that will significantly improve student achievement.*
5. To improve access for adults to learning and work. *People told us that, given the current education levels, basic skill programs for adults are essential, but they must be effective. Overall, our approach is to improve existing programs and make them an integral part of lifelong learning.*
6. To develop a flexible, comprehensive NWT system of post-secondary learning. *People told us we need to offer a comprehensive range of high quality post-secondary programs in the North. Our overall approach will be to continue to build a northern post-secondary system of learning.*
7. To ensure a lasting impact from learning and human resource development. *Our overall response will be to respond to the needs of individuals, employers and communities in ways that ensure the development of a skilled northern workforce.*

In updating the Strategic Plan (1999) the following priorities have been identified for the next five years:

- Early Childhood Education
- Improved Student Success
- Careers for Northerners
- Developing Community Learning Networks

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*About Indicators*

This third edition of *Towards Excellence: A Report on Education in the NWT* provides a profile of education from Kindergarten to Grade 12 for the school year 1998-99. The information presented in this document is not intended as a complete statistical report on education. Rather, it provides both education staff and the public with a comprehensive and coordinated means of assessing progress and effectiveness in the school system.

In 1994, the Department of Education, Culture and Employment (hereafter referred to as the Department) established a strategic plan, *People: Our Focus for the Future*. This document provided a comprehensive guide to achieving "a new vision for learning". Changes resulting from the plan led to the transfer of ownership for education to the community level, the implementation of grade extensions, and an increase in support for culture and Aboriginal language programming in schools.

We have made significant progress towards achieving our stated goals and objectives. However, since the plan was developed, we have entered a new era in the development of the Northwest Territories. The creation of two new territories has given us a renewed focus and a unique opportunity to work together to plan for our future.

In 1999, the Minister's Forum on Education reviewed the progress the Department has made towards achieving its goals. It also detailed the public's concerns and ideas on how to adjust the course of education in the Northwest Territories. The report of the Forum set the groundwork for the plan update, which was completed in December 1999.

Over time, the existing set of indicators will also be refined to reflect emerging values and interests of the people of the Northwest Territories in a changing social, political and economic environment.

To track changes and trends in the system, this set of indicators is similar, and can be compared, to data reported for the Western NWT in the two previous publications of *Towards Excellence*. Future editions, published every two years, will continue to shift in focus from access and participation in education to standards and achievement.

Department staff, drawing on regional, territorial and national data, provided information on specific indicators. Education partners including the NWT Bureau of Statistics and Aurora College, as well as Divisional Education Councils and the two District Education Authorities in Yellowknife, provided data and helped interpret trends. It is hoped that the information provided will improve accountability and guide further policy development and planning.

*How the Indicators are Organized*

The indicators are organized into five sections. Each section describes a part of the territorial school system – the context, input, process, output and outcomes of education. These provide a comprehensive description of the system itself and facilitate understanding of the relationships among various indicators.

- **Context** indicators describe the economic and social forces that affect the education system, but are beyond the direct influence of the system; for example, population distribution by ethnicity and age groups.
- **Input** indicators describe what resources, such as funding, go into the system.
- **Process** indicators describe the activities resulting from the use and management of those resources, i.e. what goes on in schools. Participation in senior secondary schooling is an example of a process indicator.
- **Output** indicators describe students' development while they are still in

school, and includes such things as student performance in reading and writing.

- **Outcome** indicators describe the indirect impact that education has on students' lives after they leave school, often in combination with other factors; for example earnings by educational level.

*In general:*

- **Input** and **process** indicators provide information about accessibility, equity, quality, relevance and accountability.
- **Output** and **outcome** indicators provide information about intellectual development, social and human development and career development.

The following indicator set contains a large number of input, process and output indicators, reflecting our priority for providing equal access to quality programs and services in all communities.

*How each Indicator is Presented*

This report is intended as a resource for those who wish to examine and report on aspects of the NWT school system. The indicators have been presented in as neutral and objective a manner as possible.

Today, the Northwest Territories may be characterized by a combination of political change, social challenge, fiscal constraint and economic opportunity. These opportunities and challenges impact differently on different types of communities. Yellowknife, which is home to 43% of the population, drives the economic situation in the NWT. About a quarter of the population of the NWT lives in Hay River, Inuvik or Fort Smith. These three regional centres provide greater employment opportunities than are found in smaller communities. A third of the people live in one of 29 other communities, each of which has a population of less than 2,500. Presentation of data separately for Yellowknife, regional centres and communities is done to inform planning at the regional or local level.

Each indicator contains a table and a graph illustrating the data. A brief commentary explains the importance of the indicator and provides any additional information the reader may need to understand and interpret the data.

*The Languages and Cultures of the People of the Northwest Territories*

The Northwest Territories has a total population of 41,000, of whom 20,600 are Aboriginal. At 50%, the Northwest Territories reported the second largest percentage Aboriginal population of all provinces and territories. Nunavut ranked highest with 84% of its population reporting an Aboriginal identity, while in the remaining jurisdictions, Aboriginal persons comprised between 20% for the Yukon and 1% for Prince Edward Island. Overall, Aboriginal people represent 3% of the total population of Canada.

For the 20,600 Aboriginal people in the Northwest Territories, 58% reported Dene or Algonquian, 19% reported Métis and 21% reported Inuit as their respective Aboriginal identity. Overall, the Aboriginal population in the NWT represents 3% of the total Aboriginal population in Canada. For specific groups, territorial Aboriginal people comprise 2% of the North American Indians, 2% of the Métis and 10% of the Inuit population of Canada.

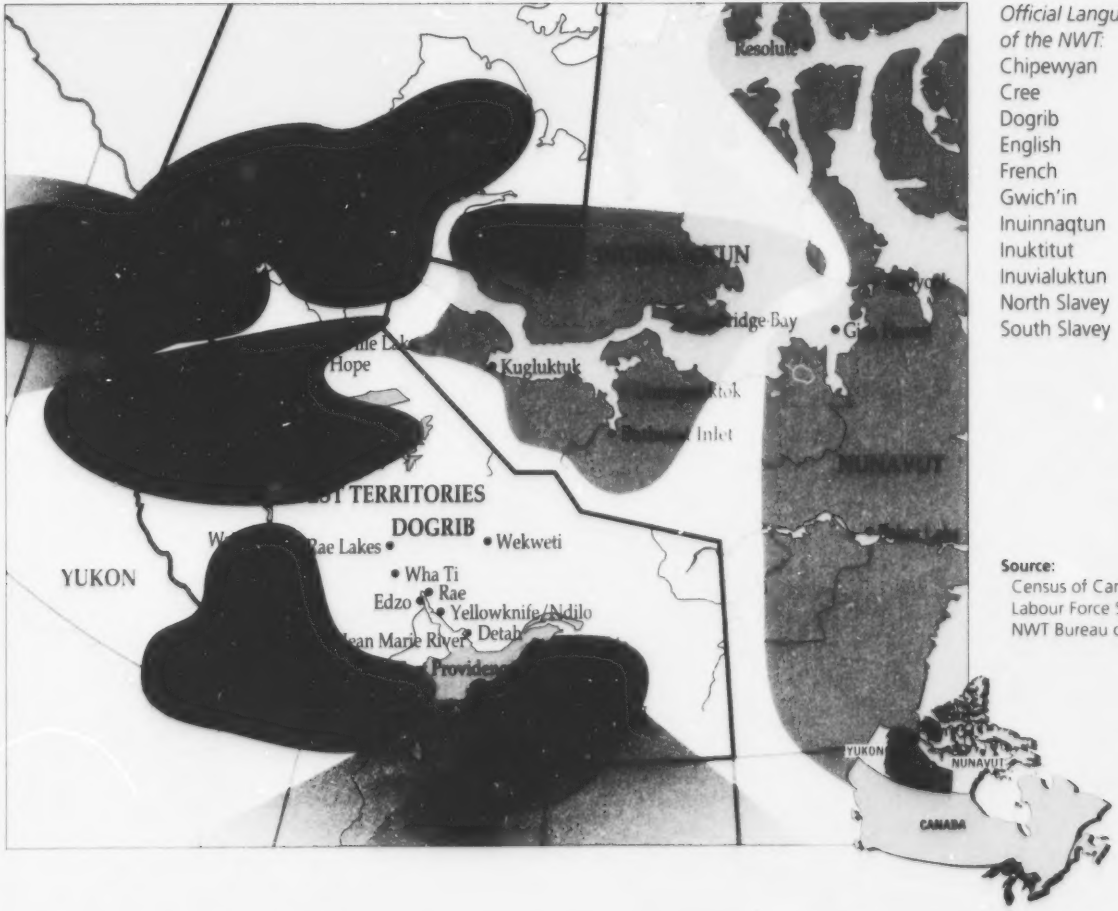
The official languages of the NWT are Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey and South Slavey. English is the most common language spoken in the NWT, with 76% of the population reporting English as their first language (Mother Tongue). Another 2% of the population reported that French is their first language. The proportion of people speaking English or French is higher in larger centres than in the communities.

Almost half (45%) of Aboriginal people aged 15 years or older speak an Aboriginal language, compared to 1% of non-Aboriginal people. Fewer people reported using an Aboriginal language at home than as their first language. The proportion of people speaking an Aboriginal language at home is higher in smaller communities than in Yellowknife or the regional centres. Given the rich oral tradition of Aboriginal languages, more people speak an Aboriginal language than read and write it.

Of the 14,500 North American Indian and Métis people living in the Northwest Territories, some 5000 (35%) speak (first language learned and still understood) a Dene language. The Dene language family extends into Alberta, Saskatchewan, British Columbia, Alaska and the southwestern United States. Approximately 2,100 people speak Slavey (including North and South) and another 2000 speak Dogrib. Fewer people in the NWT speak Chipewyan (510) or Gwich'in (245). About 170 people speak Cree, which belongs to the Algonquian language family. Cree is closely related to Ojibway, Salteaux and Montagnais.

About 21% of the 4,000 Inuit living in the NWT, speak an Inuit language. The Inuit language family extends into much of the Circumpolar World, including Northern Quebec, Labrador, Alaska, Greenland and the Siberian Peninsula. The Aboriginal language most commonly spoken by Inuit throughout the Beaufort-Delta region is Inuvialuktun, but Inuinnaqtun is spoken in the community of Holman.

A people's culture and language are the bases for learning and identity. Even though cultural groups have different languages, traditions and histories, there is a similar perspective among all Aboriginal people – a perspective that describes their place, knowledge, and skills of the world. The Francophone community also seeks to be rooted firmly in its own unique history. Language is a fundamental requirement if people are to maintain or enhance their cultural diversity. Education programs and services, therefore, must be culturally appropriate.




*Official Languages of the NWT:*
Chipewyan
Cree
Dogrib
English
French
Gwich'in
Inuinnaqtun
Inuktitut
Inuvialuktun
North Slavey
South Slavey

**Source:**
Census of Canada, 1996
Labour Force Survey, 1999
NWT Bureau of Statistics

*Changing Governance Structures and Enhancing Responsibilities.*

Traditionally, education in the Northwest Territories was the responsibility of the family, but over the years, control shifted away from parents. First missionaries, and later the federal and territorial governments, made decisions about schooling and advised parents of the particular jurisdiction's goals and objectives. Now, because of the creation of District Education Authorities and Divisional Education Councils, parents and other community members serve as elected representatives, formulate policy and make decisions that guide and direct schools across the NWT.

The Government of the Northwest Territories amended the *Education Act* in 1983 to permit formation of divisional boards of education, replacing a centralized system of governance. In 1996 a new *Education Act* came into force which renamed existing governance structures and enhanced their responsibilities. Thirty-three District Education Authorities (DEA) currently govern schools in the NWT. A DEA is comprised of elected representatives responsible for the school(s) in their community. Education Authorities outside Yellowknife are organized under five Divisional Education Councils. A council is made up of one representative from each DEA in the education division.

There are a total of 48 public schools and two private schools in the NWT. Of these, almost half (21) deliver programs for Kindergarten through senior secondary grades. Seventeen are small schools with fewer than 60 students enrolled. Thirteen schools have between 90 and 200 students enrolled, while another 13 schools have enrolments between 200 and 350. Seven schools, located in Yellowknife, Hay River, Inuvik and Fort Smith, have student enrolments of more that 350 students.

The Government of the NWT certifies teachers and determines the curricula that guide teaching in the schools. Divisional Education Councils and District Education Authorities are responsible for coordinating and supporting education programs and services in 32 communities. Their responsibilities range from establishing policies to preparing budgets and hiring teachers.

The Northwest Territories will continue to change. As land claims are settled and self-government agreements are reached, the education system will be affected. Divisional Education Councils and District Education Authorities will change their roles and responsibilities as the governance of education changes. The Department is committed to maintaining excellence in education by consulting and working with self-governing bodies on their opinions and opportunities as they fulfill their responsibilities.

*Education Jurisdictions in the NWT:*

Beaufort-Delta Divisional Education Council

Dehcho Divisional Education Council

Dogrib Divisional Education Council

Sahtu Divisional Education Council

South Slave Divisional Education Council

Yellowknife District #1 Education Authority

Yellowknife Public Denominational District Education Authority

## *The population of the NWT is expected to remain stable over the next five to ten years.*

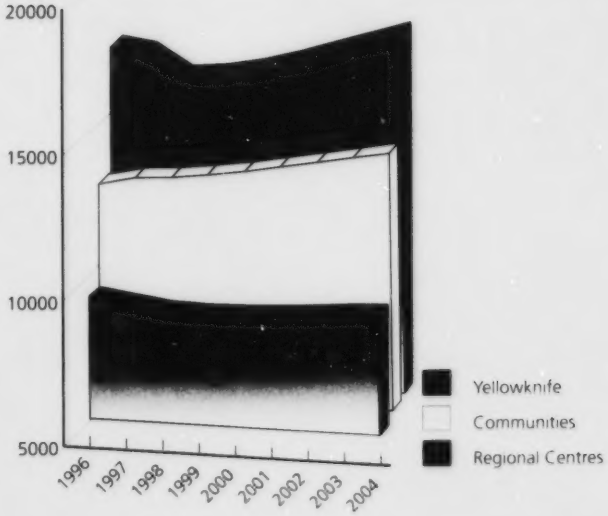
In 1999, approximately 41,300 people lived in the Northwest Territories, compared to 41,800 in 1996. While birth rates among the Aboriginal population are declining, they remain at 1.5 times the national average. However, this natural growth is being off-set by the movement of non-Aboriginal people to other parts of Canada, where employment opportunities are increasing. Overall, the population of the NWT has remained stable, and this trend is expected to continue over the next five years.

A third of the overall population currently lives in one of 28 smaller communities. Typically, these communities have a population of less than 2,500, and the majority of residents are Aboriginal. The higher birth rate among Aboriginal people has contributed to a young and growing population in communities. This in turn creates a demand for higher education and employment as the population matures. However, opportunities for post-secondary education and for employment are limited in communities as compared to the regional centres or Yellowknife. The movement of youth and adults to larger centres, in order to complete their education or seek employment, moderates population growth. Generally, the population for communities is stable compared to Yellowknife or the regional centres, and it is expected to continue to show moderate growth in future.

Almost a quarter of the overall population lives in Fort Smith, Hay River or Inuvik. Young people often move to these regional centres from communities, to further their education. Upon completion of education or training, many stay to raise their families where there is greater opportunity for employment. As residents become better educated, and gain work experience, they qualify for promotion, which often leads to relocation. In-migration from communities is therefore balanced by out-migration from the regional centres to Yellowknife or to other parts of Canada. While the individuals living in regional centres change, the total population has remained stable and this trend is expected to continue.

Yellowknife's population in 1999 was 17,600, decreased slightly from 18,300 three years earlier. With 43% of the overall population, Yellowknife drives the economy of the NWT. Yellowknife also has the most transient population, with families moving in or out depending on employment opportunities. In recent years, decreasing employment opportunities in the NWT, together with increasing opportunities in other parts of Canada, have resulted in a short-term decrease in population. Over time, however, Yellowknife is still expected to continue to grow.

Generally, the population of the NWT is expected to remain relatively stable over the next five to ten years. Some factors, such as the aging population, are fairly predictable. Additionally, although the birth rate among the Aboriginal population is higher than the national average, it is declining and is likely to continue to do so. Many factors, however, make it difficult to accurately project changes in the NWT population. Economic changes, such as a decrease in the Yellowknife mining sector or development of a gas pipeline in Fort Liard, can result in either increased or decreased employment opportunities, which in turn will impact on population size.



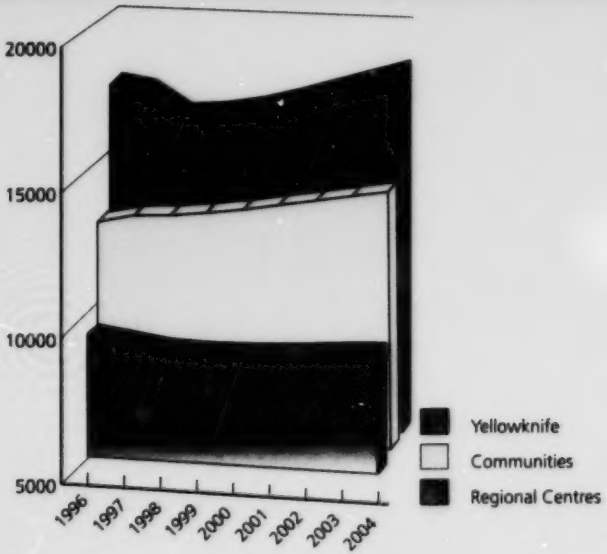

**Source:**
Statistics Canada, Demographic Estimates
NWT Bureau of Statistics, Community Population Estimates

**Note:**
1. 1996-97: July 1, estimated by adjusting for census undercoverage in each region.
2. 1998: Historically based projection model factors birth rates and migration patterns.
3. Projections: Estimated from the Bureau of Statistics population projection model.



**Actual and Projected Growth**

| | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|---|---|---|
| Communities | 13673 | 13965 | 14050 | 14212 | 14397 | 14631 | 14858 | 15090 | 15289 |
| | 33% | 33% | 34% | 34% | 34% | 35% | 34% | 34% | 34% |
| Regional Centres | 9826 | 9650 | 9488 | 9453 | 9487 | 9554 | 9642 | 9754 | 9817 |
| | 23% | 23% | 23% | 23% | 23% | 23% | 22% | 22% | 22% |
| Yellowknife | 18330 | 18199 | 17477 | 17605 | 17853 | 18203 | 18603 | 18999 | 19372 |
| | 44% | 44% | 43% | 43% | 43% | 43% | 43% | 43% | 44% |
| NWT Total | 41829 | 41814 | 41015 | 41270 | 41737 | 42388 | 43103 | 43843 | 44478 |

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**Actual and Projected Growth**

| | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] | 14212 | 14397 | 14631 | 14858 | 15090 | 15798 |
| | 33% | 33% | 34% | 34% | 34% | 35% | 34% | 34% | 34% |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| | 23% | 23% | 23% | 23% | 23% | 23% | 22% | 22% | 22% |
| [illegible] | [illegible] | [illegible] | 17477 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| | 44% | 44% | 43% | 43% | 43% | 43% | 43% | 43% | 44% |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |

## *The NWT has a young population, with almost half of the people under the age of 25.*

The total population of the Northwest Territories is equally distributed between Aboriginal and non-Aboriginal people. The greatest proportion of non-Aboriginal people is working-age, with 30% between the ages of 25 and 54. The Aboriginal population is very young by comparison, with children and youth under the age of 25 comprising 52% of the total. Given the decreasing birth rate among Aboriginal people, combined with an increasing number of seniors, the overall population of the NWT is aging.

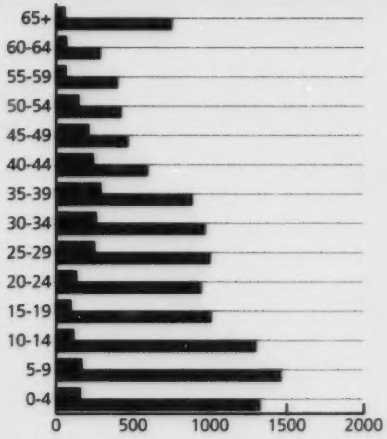
In communities, 84% of the population is Aboriginal. Overall, 48% of people living in communities are under the age of 25 and 89% of this age group are Aboriginal children and youth. While the majority (51%) of Aboriginal people in communities is under the age of 25, most non-Aboriginals (62%) are between ages 25 and 54. This 62% generally reflects the professional workforce made up of people employed as nurses, teachers and the RCMP. The proportion of the population over the age of 65 is increasing. This reflects a number of elders returning to their communities for retirement, as well as people living longer as a result of improved health care.

The overall population of Fort Smith, Hay River and Inuvik is more evenly distributed between Aboriginal (52%) and non-Aboriginal people (48%). For specific age groups, however, this distribution shows greater variation. For the total population, 42% are children and youth under the age of 25. The majority (65%) of children and youth are Aboriginal. The proportion of working-age adults (25 to 54 years) is greater for non-Aboriginal people (57%). People are drawn to the regional centres for higher education or employment and some remain there after retirement. For both Aboriginal and non-Aboriginal populations, 4% are age 65 or more. Aboriginal people who leave the regional centres when they retire usually return to their home communities in the NWT, while non-Aboriginal people are more likely to return to southern Canada.

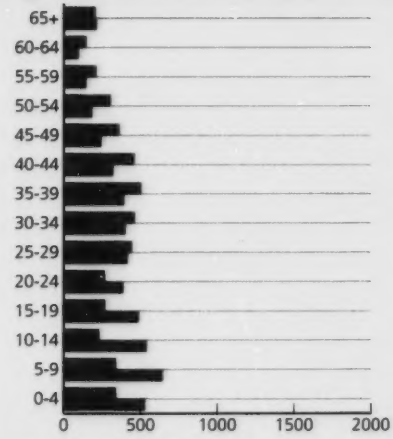
In Yellowknife, 78% of the total population is non-Aboriginal. The overall population represents a diversity of Aboriginal and non-Aboriginal languages and cultures. Yellowknife has a proportionately larger workforce and more employment opportunities than either the regional centres or the rest of the communities. This is reflected in the population's age distribution. The majority (54%) of people living in Yellowknife are working-aged adults between the ages of 25 and 54. For this age group, 83% are non-Aboriginal. Another, 40% of the population are children and youth under the age of 25. The majority (71%) of children and youth are non-Aboriginal. About 2% of the population are 65 years or older. Of the 3,500 people who move in and out of the NWT in a year, 61% are from Yellowknife. In a ten-year period, this potentially represents a complete turnover in the non-Aboriginal population of the city.

Although the population of the NWT is still young in comparison to other parts of Canada, it is aging. Over the next few years there will be a need to expand opportunities for secondary and post-secondary education, especially in communities. There will be an even greater need to increase possibilities for employment as the population matures and becomes more educated. An aging GNWT workforce, together with increased employment opportunities in southern Canada, will likely result in openings at senior levels for northerners holding university degrees. At the same time, the number of seniors residing in the NWT is expected to double in 20 years, having implications for the health care system and other facets of the economy.

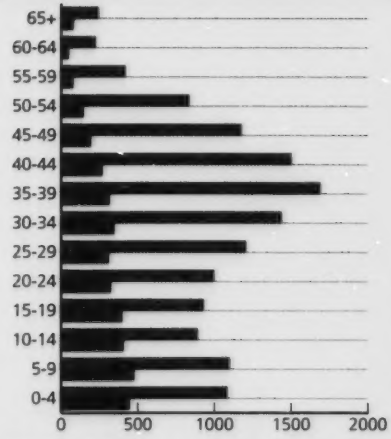
**Source:**
NWT Bureau of Statistics, Community Population Estimates




**Communities**




**Regional Centres**




**Yellowknife**

Aboriginal Non-Aboriginal

**Population of Communities – July 1, 1998**

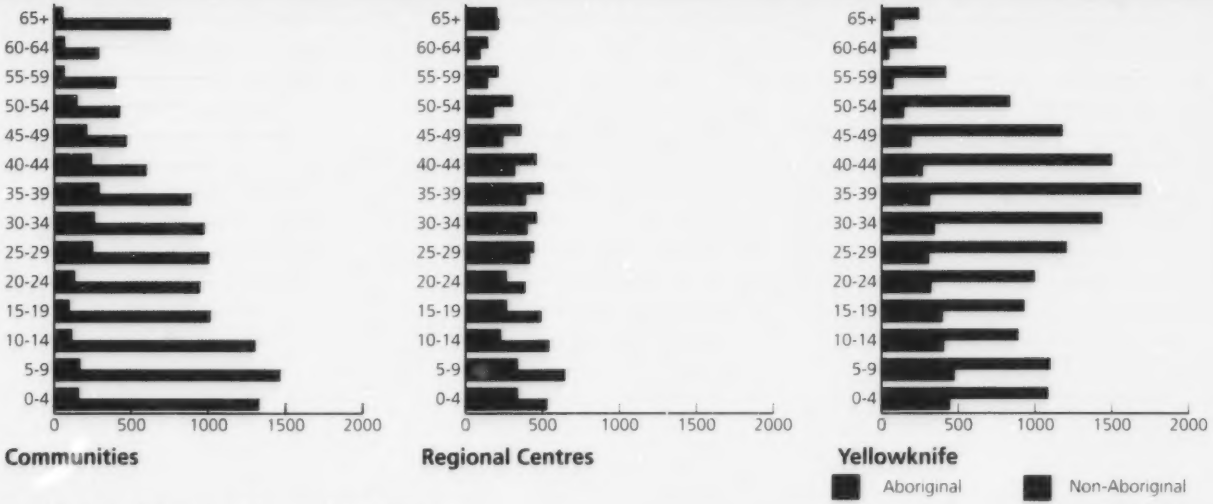
| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aboriginal | 1327 | 1445 | 1301 | 1008 | 942 | 1001 | 969 | 884 | 594 | 466 | 422 | 399 | 287 | 752 | 11797 |
| Non-Aboriginal | 158 | 167 | 113 | 96 | 132 | 249 | 260 | 290 | 241 | 211 | 148 | 64 | 67 | 57 | 2253 |
| Total | 1485 | 1612 | 1414 | 1104 | 1074 | 1250 | 1229 | 1174 | 835 | 677 | 570 | 463 | 354 | 809 | 14050 |

**Population of Regional Centres – July 1, 1998**

| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aboriginal | 537 | 643 | 539 | 487 | 385 | 413 | 399 | 389 | 318 | 241 | 180 | 142 | 93 | 211 | 4977 |
| Non-Aboriginal | 338 | 338 | 229 | 267 | 265 | 441 | 459 | 503 | 457 | 358 | 303 | 209 | 143 | 201 | 4511 |
| Total | 875 | 981 | 768 | 754 | 650 | 854 | 858 | 892 | 775 | 599 | 483 | 351 | 236 | 412 | 9488 |

**Population of Yellowknife – July 1, 1998**

| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aboriginal | 443 | 474 | 404 | 395 | 321 | 307 | 343 | 312 | 265 | 191 | 143 | 75 | 46 | 77 | 3796 |
| Non-Aboriginal | 1081 | 1096 | 886 | 926 | 994 | 1202 | 1433 | 1686 | 1497 | 1173 | 831 | 415 | 222 | 239 | 13681 |
| Total | 1524 | 1570 | 1290 | 1321 | 1315 | 1509 | 1776 | 1998 | 1762 | 1364 | 974 | 490 | 268 | 316 | 17477 |




**Population of Communities – July 1, 1998**

| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aboriginal | 1327 | 1445 | 1301 | 1008 | 942 | 1001 | 969 | 884 | 594 | 466 | 422 | 399 | 287 | 752 | 11797 |
| Non-Aboriginal | 158 | 167 | 113 | 96 | 132 | 249 | 260 | 290 | 241 | 211 | 148 | 64 | 67 | 57 | 2253 |
| Total | 1485 | 1612 | 1414 | 1104 | 1074 | 1250 | 1229 | 1174 | 835 | 677 | 570 | 463 | 354 | 809 | 14050 |

**Population of Regional Centres – July 1, 1998**

| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aboriginal | 537 | 643 | 539 | 487 | 385 | 413 | 399 | 389 | 318 | 241 | 180 | 142 | 93 | 211 | 4977 |
| Non-Aboriginal | 338 | 338 | 229 | 267 | 265 | 441 | 459 | 503 | 457 | 358 | 303 | 209 | 143 | 201 | 4511 |
| Total | 875 | 981 | 768 | 754 | 650 | 854 | 858 | 892 | 775 | 599 | 483 | 351 | 236 | 412 | 9488 |

**Population of Yellowknife – July 1, 1998**

| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aboriginal | 443 | 474 | 404 | 395 | 321 | 307 | 343 | 312 | 265 | 191 | 143 | 75 | 46 | 77 | 3796 |
| Non-Aboriginal | 1081 | 1096 | 886 | 926 | 994 | 1202 | 1433 | 1686 | 1497 | 1173 | 831 | 415 | 222 | 239 | 13681 |
| Total | 1524 | 1570 | 1290 | 1321 | 1315 | 1509 | 1776 | 1998 | 1762 | 1364 | 974 | 490 | 268 | 316 | 17477 |

## *Education levels are increasing for northern residents.*

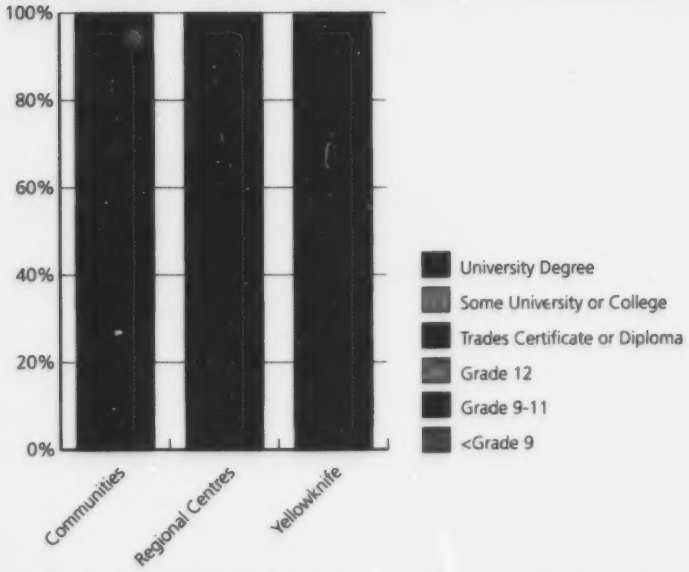
The 1996 Census of Canada indicated that 63% of the NWT population aged 15 years and older had completed secondary school, held a trade certificate or diploma, had some college or university training, or held a university degree. This is an increase from 59% reported in the 1994 Labour Force Survey. University degrees are held by 13% of the youth and adult population, compared to 11% in 1994. At the same time there has been a decrease from 19% to 15% in the population with less than a Grade 9 education.

Communities have the highest proportion (56%) of the population, ages 15 years and older, who have not yet attained a Grade 12 Diploma. With the implementation of grade extensions in recent years, it is now possible for most residents to complete secondary school in their home community. Increased access to secondary grades is expected to result in increasing graduation rates, and consequently higher participation in post-secondary education. However, opportunities for post-secondary education and employment are limited in communities compared to the regional centres and Yellowknife. The 5% holding university degrees generally reflect individuals employed in the community as nurses, teachers and the RCMP.

In the regional centers, 66% of the population aged 15 years and older has completed Grade 12 or attained other adult or post-secondary education. This includes 37% who hold a trades certificate or diploma and 11% having a university degree. College campuses are established in Fort Smith, Inuvik and Yellowknife, providing access to a range of post-secondary programs, including some university courses. Residents who have completed secondary or post-secondary education also have a better chance of finding employment in one of the regional centres than in a smaller community.

Seventy-five percent of youth and adults in Yellowknife have completed high school or have other adult or post-secondary education, including 18% with university degrees. The relatively high percentage of population with a university degree reflects the nature of the workforce, including a higher proportion of senior government positions.

Overall in the NWT, 22% of youth and adults reported Grades 9, 10 or 11 as their highest level of education. Participation in Grades 10 to 12 has increased with the development of community high schools. Some youth and young adults are still in school or have recently returned to pursue further education. Others choose General Educational Development (GED) or Adult Basic Education (ABE) routes. When educators, libraries, employers and the College work together they are able to increase supports and expand opportunities for all residents to increase levels of education attainment.

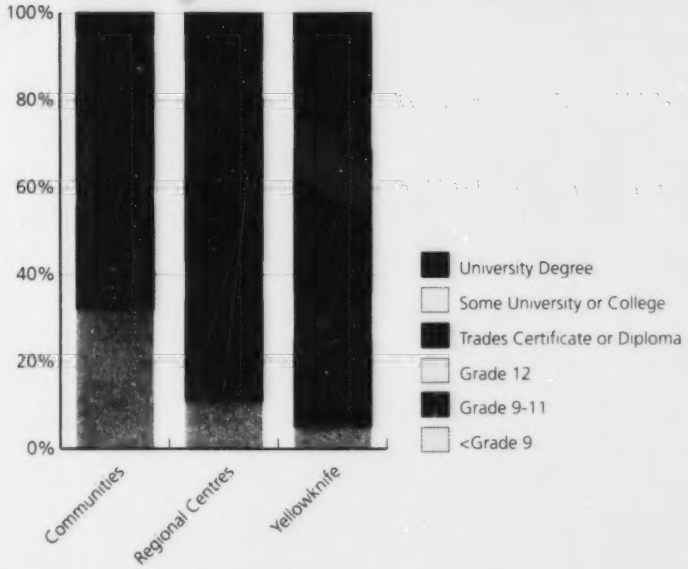



**Source:**
Census of Canada, 1996

**Note:**
1. Based on population 15 years of age and over.
2. Levels of education are self-reported.
3. Trades Certificate or Diploma does not necessarily imply having a high school education.

**Highest Level of Education Attained by Population 15 Years of Age and Over**

| | <Gr. 9 | Gr. 9-11 | Gr. 12 Diploma | Trades Cert. or Diploma | Some Univ. or College | University Degree |
|---|---|---|---|---|---|---|
| Communities | 2795 | 2075 | 445 | 2620 | 310 | 465 |
| | 32% | 24% | 5% | 30% | 4% | 5% |
| Regional Centres | 725 | 1490 | 560 | 2460 | 600 | 745 |
| | 11% | 23% | 9% | 37% | 9% | 11% |
| Yellowknife | 590 | 2540 | 1360 | 4210 | 1685 | 2305 |
| | 5% | 20% | 11% | 33% | 13% | 18% |
| NWT Total | 4110 | 6105 | 2365 | 9290 | 2595 | 3515 |
| | 15% | 22% | 8% | 33% | 9% | 13% |




**Source:**
Census of Canada, 1996

**Note:**
1. Based on population 15 years of age and over.
2. Levels of education are self-reported.
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**Highest Level of Education Attained by Population 15 Years of Age and Over**

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| NWT Total | 4110 | 6105 | 2365 | 9290 | 2595 | 3515 |
| | 15% | 22% | 8% | 33% | 9% | 13% |

## *Language retention varies by language and by community type.*

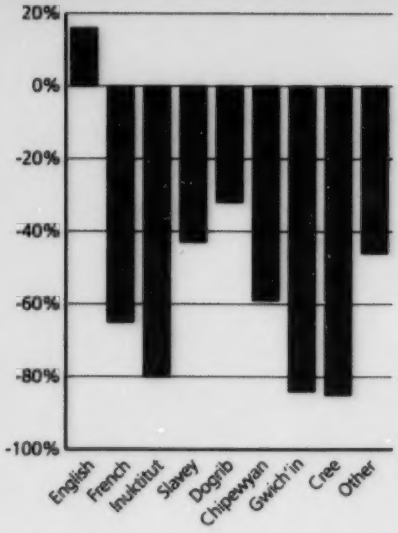
There are 11 official languages in the Northwest Territories: Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey and South Slavey. English is the most common Mother Tongue in the NWT, with 76% of the population reporting English as the first language they learned and still understand. Fifteen percent of the population reported an Aboriginal first language, the most common being Slavey (North and South) and Dogrib at 5% each. Two percent reported that French was their first language and 7% reported that their Mother Tongue was another language, such as German, Tagalog or Chinese.

Language retention is a measure of the strength or revitalization of a language within a particular culture. One approach to examining language retention is to compare the number of people who speak each language in their home to the number of people reporting that language as their first language. In the NWT, only English was spoken more often as a home language than as a first language. For the other ten official languages, fewer people reported using these languages as their home language than as their first language. For Dogrib, North Slavey and South Slavey, retention was more than 50%. For the seven remaining languages this value was less than 50%, with the lowest value for Cree at 15%.

Comparisons can also be made for use of official language by community type. The highest retention of French is in Yellowknife (42%). Use of English is increasing overall, but most significantly in the smaller communities (+26%). At the same time, the highest retention of Aboriginal languages is also in communities (59%), compared to 27% in Yellowknife and 14% in regional centres. For specific languages, retention of Dogrib is 73% for people living in communities, compared to 36% in Yellowknife. For Slavey, retention is 61% in communities and 15% in Yellowknife. In regional centres, no one reporting that their first language was either Dogrib, North Slavey or South Slavey also reported those as the home language.

There are many factors involved in maintaining Aboriginal languages as the language of the home. Language begins in the family and is influenced by the community and the school. Influences such as television, technologies and a lack of reading materials in Aboriginal languages have a great impact on language usage. These factors need to be taken into account by the communities and education authorities when developing effective language plans. Community language plans will guide everyday language activities in the community as a whole as well as within the school system.

While schools can support Aboriginal languages by responding to community language needs, they are only one part of the solution. Parents and community have an important role to play in fostering and promoting Aboriginal languages. With home, school and community working together, Aboriginal languages use can be encouraged, supported and promoted within the NWT. Culture-based schooling continues to be a critical factor in the support of culturally enriched language programs. Aboriginal language specialists offer another means of support in the development of language and culture. Early childhood programs that involve elders and community leaders can support schools and help students experience a living language.

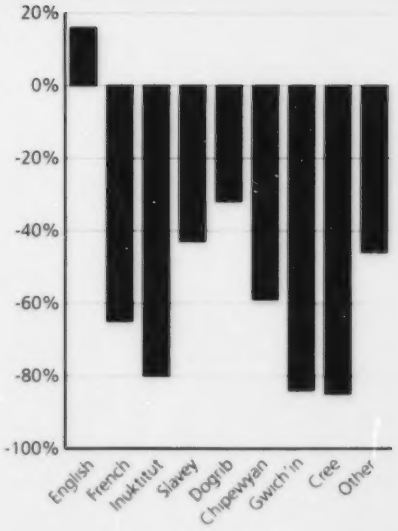



**Source:**
Census of Canada, 1996

**Note:**
1. Census Canada defines Mother Tongue as the first language learned and still understood. In this report, the term first language is used to mean Mother Tongue. Home language refers to the language most often used to communicate in the home.
2. Inuktitut includes Inuinnaqtun and Inuvialuktun. Slavey includes North and South Slavey.

**Use of Official Languages in the Northwest Territories**

| | English | French | Inuktitut | Slavey | Dogrib | Chipewyan | Gwich'in | Cree | Other |
|---|---|---|---|---|---|---|---|---|---|
| Home Language | 34705 | 330 | 170 | 1190 | 1360 | 210 | 40 | 25 | 1435 |




**Source:**
Census of Canada, 1996

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1. Census Canada defines Mother Tongue as the first language learned and still understood. In this report, the term first language is used to mean Mother Tongue. Home language refers to the language most often used to communicate in the home.
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**Use of Official Languages in the Northwest Territories**

| | English | French | Inuktitut | Slavey | Dogrib | Chipewyan | Gwich'in | Cree | Other |
|---|---|---|---|---|---|---|---|---|---|
| First Language | 30010 | 950 | 830 | 2080 | 2000 | 515 | 250 | 170 | 2660 |
| Home Language | 34705 | 330 | 170 | 1190 | 1360 | 210 | 40 | 25 | 1435 |
| Change Index | +16% | -65% | -80% | -43% | -32% | -59% | -84% | -85% | -46% |

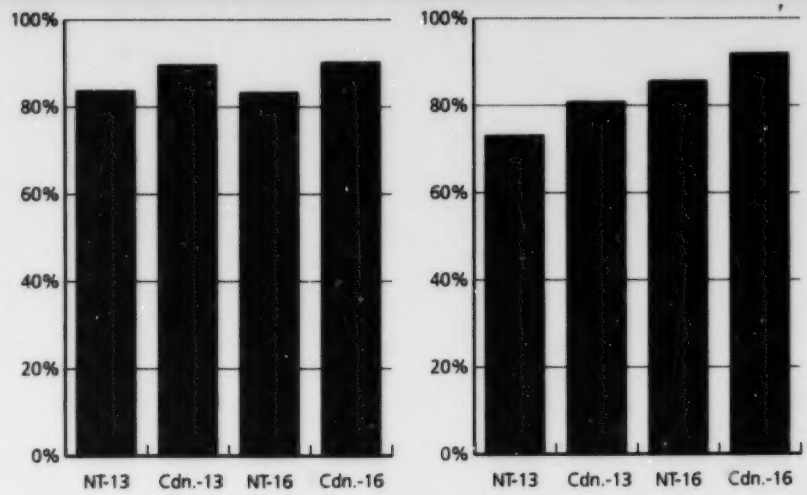
## *Parent-child communication is an important component of the family environment that influences student learning.*

Community-based approaches to education are an essential component in building healthy communities. Families play the most important role in supporting learning. Children need to feel supported and encouraged by their parents in their daily activities. They also need to see their parents and school personnel interact successfully. In general, 13- and 16-year-old students in the NWT and across Canada perceive that their parents take an interest in both their daily activities and in their future.

One way in which parents can support their children is by talking with them about their daily activities. Discussion allows parents to show concern for the general well-being of their child or to demonstrate interest in their learning experiences. Discussion can also be more formal in nature, such as to encourage children with their schoolwork or to help with homework assignments. When asked how often they and their parents talked about their daily activities, 13- and 16-year-old students may have taken a range of interpretations. Overall, almost 70% of NWT students reported that they discussed their daily activities with their parents more than once a week, and another 15% said that they had these discussions several times a month. Responses of NWT students were similar to those of 13- and 16-year-olds across Canada.

The same students were also asked how often they and their parents discussed their future. Again, the question lends itself to a range of interpretation, from informal discussions about personal interests to parental involvement in developing their child's formal Career and Program Plan. Discussions might include establishing learning goals and objectives for achieving that plan and selecting the appropriate courses. About half of 16-year-olds in the NWT and across Canada reported that they and their parents discussed their future more than once a week, and almost 40% replied that they had these discussions more than once a month. Parents were more likely to discuss the future regularly with their 16-year-old children than with 13-year-olds. About 25% of 13-year-olds said that they and their parents seldom discussed their future.

Children in schools are a reflection of the families in which they are raised and the communities in which they live. If families and communities are healthy, children will be healthy. When families are supported by their community in the work of helping children learn there is a greater likelihood of producing confident and productive adults.




**Source:**
Council of Ministers of Education, SAIP Science Questionaires, 1999

**Note:**
The original categories "a few times a week" and "almost daily" are combined under "more than once a week".

A few times a month

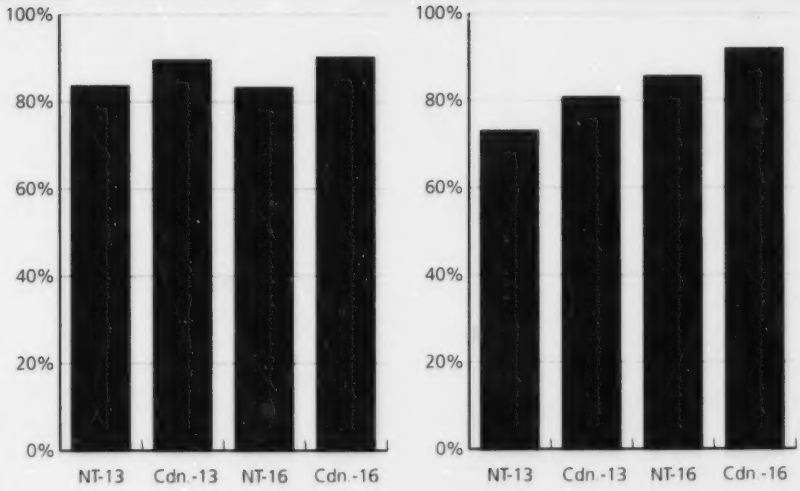
More than once a week

**How Often Do You and Your Parent(s) or Guardian(s) Discuss Your Daily Activities?**

| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
|---|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| A few times a month | 15.7% | 14.8% | 18.0% | 14.6% |

**How Often Do You and Your Parent(s) or Guardian(s) Discuss Your Future?**

| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
|---|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| A few times a month | 36.1% | 37.6% | 37.3% | 38.3% |




**Source:**
Council of Ministers of Education, SAIP Science Questionaires, 1999

**Note:**
The original categories "a few times a week" and "almost daily" are combined under "more than once a week".

**How Often Do You and Your Parent(s) or Guardian(s) Discuss Your Daily Activities?**

| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
|---|---|---|---|---|
| More than once a week | 68.2% | 75.0% | 65.5% | 75.8% |
| A few times a month | 15.7% | 14.8% | 18.0% | 14.6% |

**How Often Do You and Your Parent(s) or Guardian(s) Discuss Your Future?**

| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
|---|---|---|---|---|
| More than once a week | 37.2% | 43.4% | 48.5% | 53.8% |
| A few times a month | 36.1% | 37.6% | 37.3% | 38.3% |

## *The total student enrolment has remained constant in the period beginning 1997 to 1999.*

In 1999, there were 9,800 students enrolled in Kindergarten through Grade 12 in the Northwest Territories. This figure represents one-quarter (24%) of the overall population of the NWT. Total student enrolment has remained constant for the period beginning 1997 to 1999, and only moderate growth is expected over the next five years. There are variances by community type within this trend.

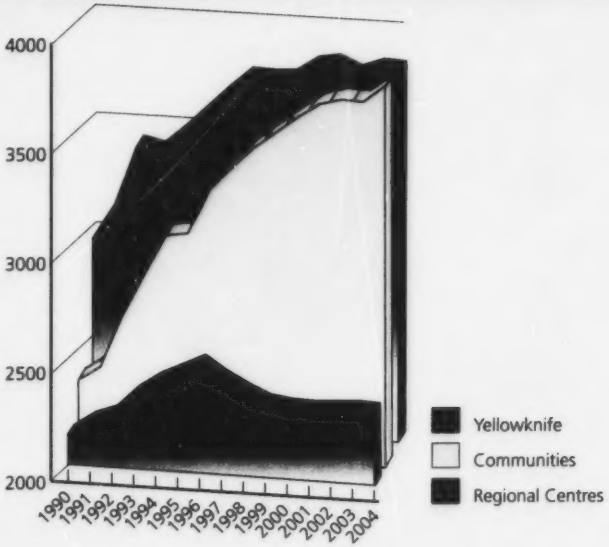
In communities, school enrolment increased by 5% over three years, compared to 2% population growth. Communities continued to experience moderate increases in student population at the primary level, reflecting birth rates. However, increased enrolments resulted primarily from the implementation of grade extensions in small communities. With access to senior secondary grades in their home community, more students are remaining in school longer, and some students who had left school returned to further their education. A slow growth in school enrolment is projected to continue for communities through the year 2004.

A reverse trend is seen in regional centres, where the 4% decrease in school enrolment from 1997 to 1999 exceeds a 2% decrease in overall population. The decrease in regional centres is also a reflection of the implementation of grade extensions in the communities. There is no longer a need for students from the communities to move to a regional centre in order to complete their senior secondary education. With the majority of grade extensions now in place, school enrolments in regional centres are projected to level off and are likely to remain constant over the next five years.

Yellowknife's total student enrolment has remained constant over three years, despite a 3% decrease in the total population. This reflects the transient nature of the city's overall population. Of those individuals who moved out of Yellowknife during this time period, a higher proportion were either single people or older couples whose children were no longer in the school system. Their replacements were more often young families moving to Yellowknife with their school-aged children. School enrolments in Yellowknife are projected to show modest growth from 1999 to 2004.

Historically, schools in the NWT have been driven by population growth, but this is no longer the case. Overall, there is sufficient space in existing facilities to accommodate the school-aged population, but the demographics of that population are changing. There will be an opportunity to re-think what programs and services are needed to best meet the changing needs of the school-aged population, and to re-consider how existing space can best be utilized to support those programs and services.

It is anticipated that there will be a shift away from building new schools to renovating present facilities. This includes redesigning existing space in order to make it appropriate for its new use, as well as repairing and upgrading older facilities. At the same time, unexpected changes to the NWT resource-based economy could affect population size and result in an unforeseen need for larger or smaller schools. Recent changes to our funding formula reflect changing student enrolments and help to bring equity to schools across the NWT.



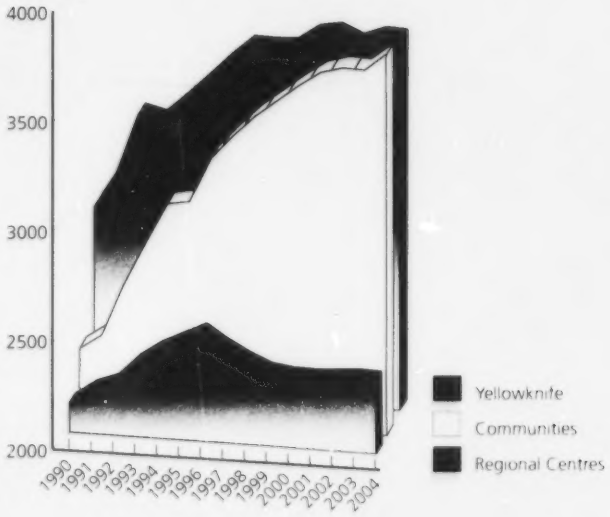

**Source:**
Department of Education, Culture and Employment, GNWT

**Note:**

1. Enrolment figures up to 1996-97 are based on Full-Time Equivalent (FTE). The numbers of Kindergarten FTE were doubled to estimate the actual number of students. For comparison purposes, non-attenders, home-schooled students and young offenders are shown additionally.
2. Figures for 1997-98 and 1998-99 are based on October 31 head counts, and include non-attenders, home-schooled students and young offenders.
3. Figures for 2000-04 are projections, based on 15- to 19-year-old population projections.
4. As of April 1, 1999, Holman is under the jurisdiction of the Beaufort-Delta DEC. For comparative purposes, in this document student enrolment figures for Holman are included historically in BDDEC head counts.

**Total Number of Students Enrolled in NWT Schools by Year**

| | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| [illegible] | 2460 | 2520 | 2750 | 2940 | 3120 | 3130 | 3330 | 3430 | 3520 | 3500 | [illegible] | 3720 | 3740 | 3730 | [illegible] |
| Regional Centres | 2210 | 2270 | 2300 | 2390 | 2450 | 2490 | 2530 | 2460 | 2400 | 2350 | 2330 | 2320 | 2320 | 2320 | 2310 |
| [illegible] | 3100 | 3250 | 3520 | 3480 | 3570 | [illegible] | 3750 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | 3670 | [illegible] |
| NWT Total | 7770 | 8040 | 8570 | 8810 | 9140 | 9280 | 9620 | 9720 | 9750 | 9760 | 9880 | 9980 | 9960 | 10010 | 9990 |




Source:
Department of Education, Culture and Employment, GNWT

Note:
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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Communities | 2460 | 2520 | 2750 | 2940 | 3120 | 3130 | 3330 | 3430 | 3520 | 3590 | 3660 | 3720 | 3740 | 3730 | 3800 |
| Regional Centres | 2210 | 2270 | 2300 | 2390 | 2450 | 2490 | 2530 | 2460 | 2400 | 2350 | 2330 | 2320 | 2320 | 2320 | 2310 |
| Yellowknife | 3100 | 3250 | 3520 | 3490 | 3570 | 3660 | 3750 | 3830 | 3820 | 3820 | 3880 | 3890 | 3840 | 3870 | 3860 |
| NWT Total | 7770 | 8040 | 8570 | 8810 | 9140 | 9280 | 9620 | 9720 | 9750 | 9760 | 9880 | 9980 | 9960 | 10010 | 9990 |

## *Distribution across grades is increasingly reflective of the overall school-aged population.*

While the total school population has remained constant from 1997 to 1999, the demography of that population is changing. Historically, student enrolment in elementary grades was high compared to the proportion of 5- to 14-year-olds in the population. On the other hand, students in junior and senior secondary grades were under-represented relative to the share of the population held by 15- to 19-year-olds. Today, distribution across grades better reflects the overall population distribution by age groups.

The policy of placing students with age peers is being implemented more widely so most students in Kindergarten through Grade 9 spend one year at each grade. Schooling is mandatory for children aged 6 to 15, and enrolments for corresponding grades (Grades 1 to 9) closely approximates overall populations for those age groups. Kindergarten is optional and student enrolments at that level are subsequently lower. Total enrolment and distribution by grade is likely to remain stable for Kindergarten to Grade 9.

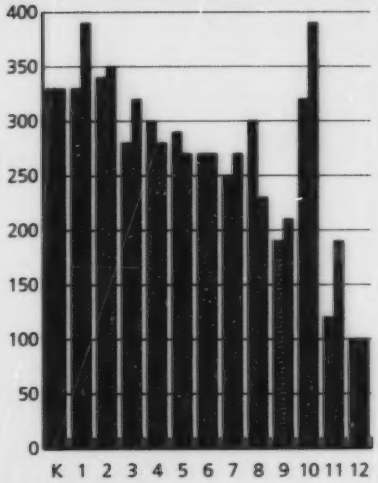
Senior secondary school enrolment continues to increase in the NWT, as more students stay in school after the mandatory age of 15, and other students who left school are returning to further their education. This increase is largely attributed to the implementation of grade extensions. In 1999, 2,100 youth were enrolled in Grades 10 to 12, representing 22% of the total school enrolment. This was an increase from 1,840 senior secondary students in 1997, or 19% of the total student body. This trend is expected to continue as the larger proportions of students aged 5 to 14 progress through the school system.

Enrolments are disproportionately high in Grade 10, as compared to Grades 11 or 12. This number reflects a proportion of mobile youth and young adults who are re-entering the system and are not part of a progressive group moving through the system. These include individuals who recently gained access through grade extensions, as well as those who decided to make high school their "productive choice" in order to access income support. In part, the high number of students registered in Grade 10 also reflects a shift in emphasis from placement to promotion as the basis for designating student grade levels.

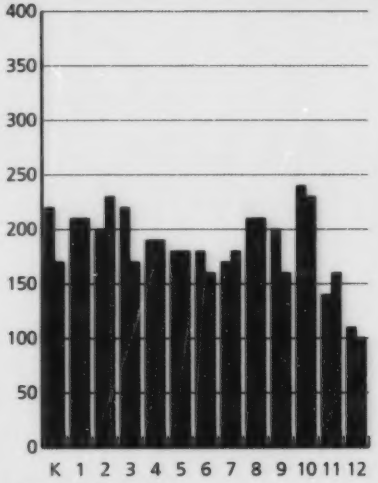
Two-thirds of communities do not have learning centres or Adult Basic Education (ABE), and options for mature students wishing to complete Grade 12 in their community are limited to the school. Although schools are not legally bound to accept students over the age of 21, individual education authorities often admit mature students into the school system. Given the increase in the number of students at the secondary level, and the changing demographics of that population, there is a need to consider securing funding to meet the needs of mature students. Partnerships between schools and continuing education would be beneficial in meeting these challenges.

**Source:**
Department of Education, Culture and Employment, GNWT

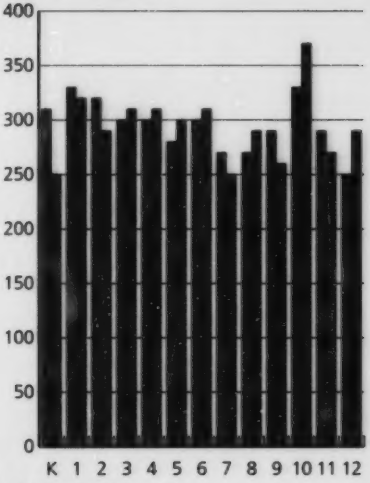
**Note:**
1. Numbers differ from those reported in 1996-97 as Holman is now included in NWT.
2. Enrolment figures for 1996-97 are based on Full-Time Equivalent (FTE). The numbers of Kindergarten FTE were doubled to estimate the actual number of students.
3. Enrolment figures for 1998-99 are based on October 31 head counts.




**Communities**




**Regional Centres**




**Yellowknife**

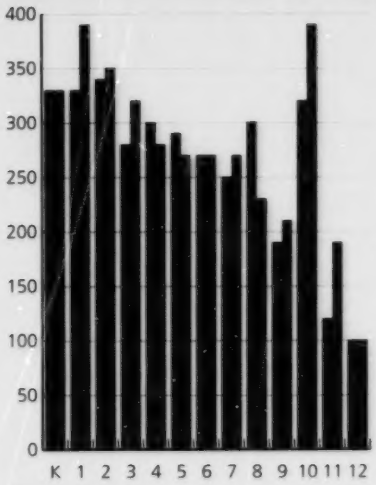
1996-97 1998-99

**Student Enrolment by Grade, 1996-97**

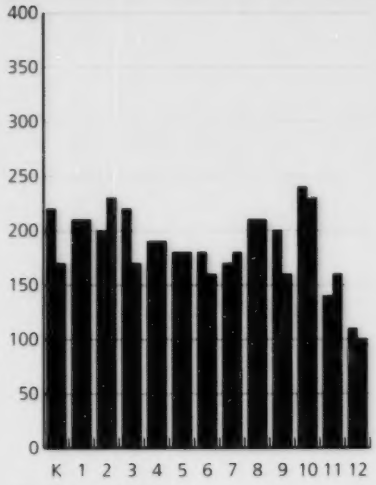
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Regional Centres | 220 | 210 | 200 | 220 | 190 | 180 | 180 | 170 | 210 | 200 | 240 | 140 | 110 | 2460 |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| NWT Total | 860 | 880 | 850 | 800 | 790 | 750 | 750 | 700 | 780 | 680 | 890 | 550 | 460 | 9720 |

**Student Enrolment by Grade, 1998-99**

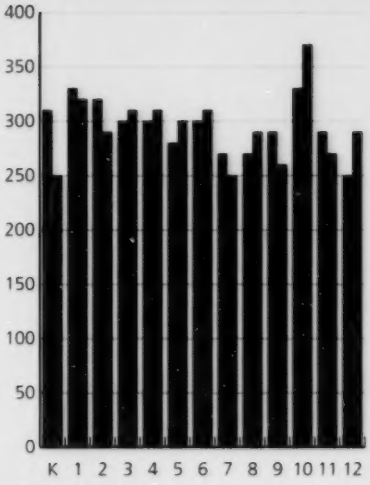
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Regional Centres | 170 | 210 | 230 | 170 | 190 | 180 | 160 | 180 | 210 | 160 | 230 | 160 | 100 | 2350 |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| NWT Total | 760 | 920 | 870 | 800 | 770 | 750 | 740 | 700 | 730 | 630 | 990 | 620 | 490 | 9760 |




**Communities**




**Regional Centres**




**Yellowknife**

1996-97 1998-99

**Student Enrolment by Grade, 1996-97**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Communities** | **330** | **330** | **340** | **280** | **300** | **290** | **270** | **250** | **300** | **190** | **320** | **120** | **100** | **3430** |
| Regional Centres | 220 | 210 | 200 | 220 | 190 | 180 | 180 | 170 | 210 | 200 | 240 | 140 | 110 | 2460 |
| **Yellowknife** | **310** | **330** | **320** | **300** | **300** | **280** | **300** | **270** | **270** | **290** | **330** | **290** | **250** | **3830** |
| NWT Total | 860 | 880 | 850 | 800 | 790 | 750 | 750 | 700 | 780 | 680 | 890 | 550 | 460 | 9720 |

**Student Enrolment by Grade, 1998-99**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Communities** | **330** | **390** | **350** | **320** | **280** | **270** | **270** | **270** | **230** | **210** | **390** | **190** | **100** | **3590** |
| Regional Centres | 170 | 210 | 230 | 170 | 190 | 180 | 160 | 180 | 210 | 160 | 230 | 160 | 100 | 2350 |
| **Yellowknife** | **250** | **320** | **290** | **310** | **310** | **300** | **310** | **250** | **290** | **260** | **370** | **270** | **290** | **3820** |
| NWT Total | 760 | 920 | 870 | 800 | 770 | 750 | 740 | 700 | 730 | 630 | 990 | 620 | 490 | 9760 |

## *Sixty-one percent of teachers in the NWT have five or more years of teaching experience.*

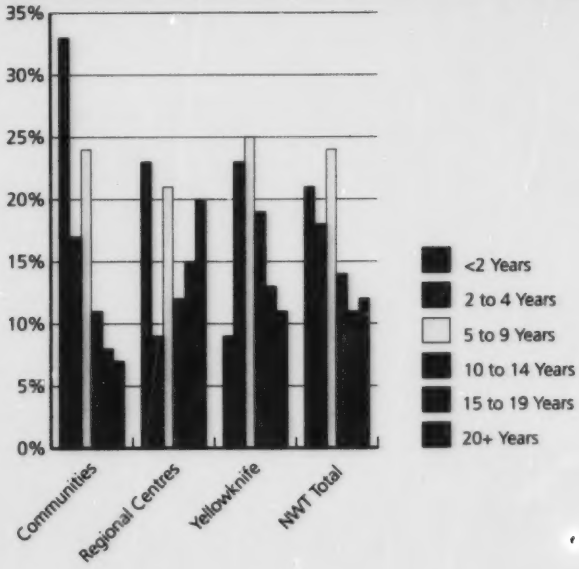
In 1999, 61% of teachers in the NWT had five or more years of teaching experience. This is a significant increase from 48% in 1997. Graduates of the Teacher Education Program (TEP) are staying in the education system and gaining experience. Other experienced northern teachers are also staying in the system longer, shifting the proportions of teachers with ten or more years of experience up from 24% to 37%. The largest increase has been in the proportion of teachers with 20 or more years of experience and who are now approaching retirement. This group represents 12% of the current teaching force, compared to 7% in 1997. There are demographic differences in the distribution of teachers by years of experience between communities, regional centres and Yellowknife.

Communities have the highest proportion (50%) of teachers with less than five years of teaching experience. This proportion includes 33% with less than two years experience, compared to 17% having taught from two to four years. A significant number of new teachers, who were hired in the past two years, chose not to remain in their position. Conditions such as multi-grade classrooms, and the range of student abilities within those classrooms, impact even more on community teachers than on educators in larger centres with more resources available. These conditions are often compounded by a sense of professional isolation, and for non-Aboriginal teachers the additional feeling of isolation from family. Initiatives such as staff orientation, mentoring, peer coaching and professional development can help to support community teachers. However, if the current high rate of turnover for new staff continues, the proportion of experienced educators will decrease over time and compound the challenges of integrating new teachers into the community.

Regional centres, like the communities, have a high proportion (32%) of teachers with less than five years experience, and are also experiencing a high rate of turnover among first and second year teachers. More notably, regional centres also have the highest proportion (20%) of teachers who have 20 or more years of experience. Many are long-term residents who have contributed a great deal to their school and to their community, and they are now approaching retirement age. Fort Smith, Hay River and Inuvik spend a higher proportion of their budget on severance pay compared to other jurisdictions, and this trend will continue.

Yellowknife's profile is similar to other regions in Canada. About 10% of the current teaching force are approaching retirement, and an equal proportion of teachers who are new to the profession are entering the system. The remaining 80% are continuing through the system, balancing the energy and new teaching ideas of younger, less experienced teachers with the knowledge and experience of more mature staff.

In recent years, changing benefits such as housing subsidies and vacation travel assistance combined with working conditions, notably class size, have resulted in a higher rate of turnover, particularly among young teachers. Concurrently, employment opportunities are increasing in other parts of Canada, so that teachers who are considering leaving the territories have more options available, and fewer teachers are applying to move to the NWT. However, long-term projections are the maintenance of a more experienced teaching force as TEP graduates and other northern teachers are remaining in the system longer and gaining more experience. At the same time new teachers will enter the system each year, and we will need to continue to orient, encourage and support them as they gain experience.

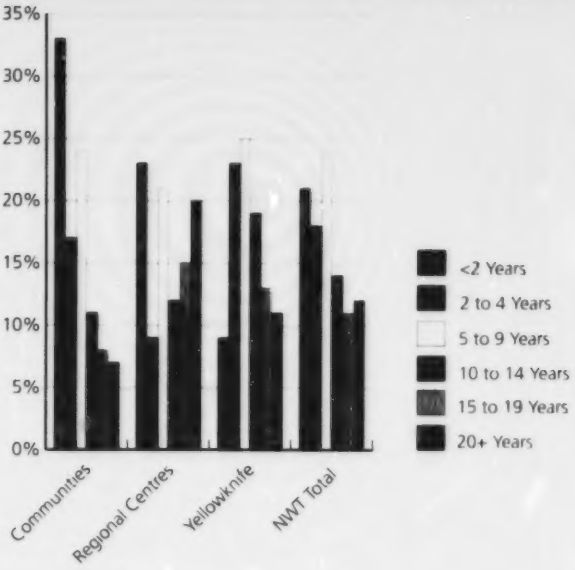



**Source:**
Teacher Certification System, Department of Education, Culture and Employment, GNWT

**Note:**
1. Based on all actual teaching positions in 1998-99 and not on funded PYs.
2. Teachers' experience includes NWT and other. Experience prior to teaching in the NWT may be under reported.

**Educators by Years of Experience, 1998-99**

| | <2 yr. | 2 to 4 yr. | 5 to 9 yr. | 10 to 14 yr. | 15 to 19 yr. | 20+ yr. | Total |
|---|---|---|---|---|---|---|---|
| Communities | 80 | 43 | 60 | 27 | 19 | 17 | 246 |
| | 33% | 17% | 24% | 11% | 8% | 7% | 38% |
| Regional Centres | 33 | 12 | 30 | 17 | 22 | 29 | 143 |
| | 23% | 9% | 21% | 12% | 15% | 20% | 22% |
| Yellowknife | 23 | 57 | 64 | 48 | 33 | 28 | 253 |
| | 9% | 23% | 25% | 19% | 13% | 11% | 40% |
| NWT Total | 136 | 112 | 154 | 92 | 74 | 74 | 642 |
| | 21% | 18% | 24% | 14% | 11% | 12% | |




Source:
Teacher Certification System, Department of Education, Culture and Employment, GNWT

Note:
1. Based on all actual teaching positions in 1998-99 and not on funded PYs.
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**Educators by Years of Experience, 1998-99**

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|---|---|---|---|---|---|---|---|
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| | 21% | 18% | 24% | 14% | 11% | 12% | |

## *Eighty-five percent of teachers in the NWT have one or more university degrees.*

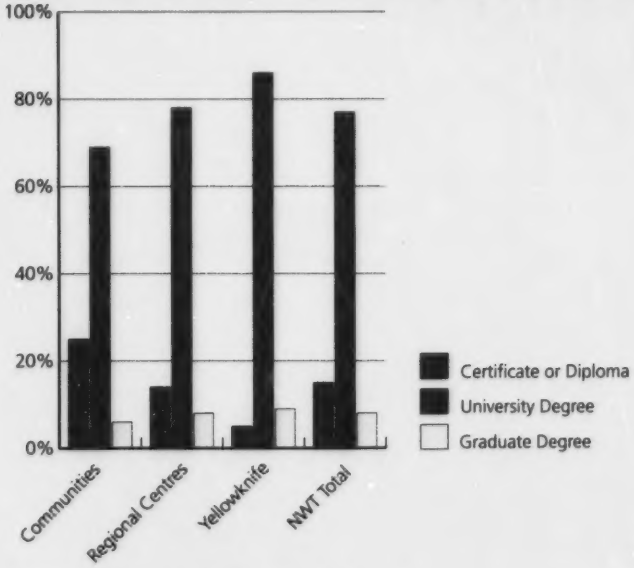
In 1999, the majority of educators in the NWT have one or more university degrees. In addition to holding a Bachelor of Education Degree, a significant number of teachers hold degrees in specialties such as Mathematics, Science, Technology, Art, Music, Environmental Studies and Physical Education. Others may hold degrees in related professions. The 8% of teachers in the system with a graduate degree remained unchanged from 1997, while the proportion of teachers holding a certificate or diploma almost doubled from 8% to 15% in the same period.

Twenty-five percent (25%) of teachers in communities hold a certificate or diploma. The certificate and diploma group includes certified Aboriginal language specialists, diploma graduates of Teacher Education Programs (TEP) and some long-term northern teachers who graduated from Teacher's Colleges outside the NWT. This group includes 20 certified Aboriginal language specialists and reflects the priority many communities place on Aboriginal second language programs and culture-based schooling for a population that is 84% Aboriginal. The other 75% of educators in communities hold one or more degrees, including 6% who have a graduate degree. There is an increasing need in communities with grade extensions for teachers with degrees to deliver a range of program choices at the secondary level.

The proportion of teachers holding degrees is higher in Yellowknife (95%) and regional centres (86%) than in communities (75%). This includes 9% of teachers in Yellowknife who have graduate degrees and 8% in regional centres. At the same time, the group holding a certificate or diploma is smaller. Schools in Yellowknife and the regional centres are generally larger than community schools and they have more flexibility in allocating staff assignments. Whereas, communities often hire generalist teachers who are able to deliver a range of subjects in multi-grade classes, schools in Yellowknife and regional centres often hire degree teachers with specialty areas. This is particularly true at the senior secondary level, where students rotate to different teachers for each course. Conversely, schools in the larger centres have fewer staff who can deliver second language programs and culture-based schooling. This challenge is magnified given the diversity of Aboriginal and non-Aboriginal languages and cultures in Yellowknife and the regional centres.

NWT teachers face many challenges as they strive to best meet the needs of their students in accordance with the educational goals of the community. The nature of these challenges, and the special knowledge and skills teachers require, differ by community type and change over time. The *Education Act* (1996) requires that all NWT teachers renew their teaching certificates every five years. All northern teachers with five, but less than ten years teaching experience must successfully complete a Bachelor of Education. Teachers who hold a degree are required to complete 120 hours of professional development over each five-year period in order to have their interim certificate re-issued. Re-certification will help to ensure the NWT has qualified teachers working in the educational system.

The challenge will be to support teachers in all communities to access a range of professional development programs and courses to meet their individual needs and interests, and the needs of the community in which they teach. The College will be a key partner in this initiative and distance education may be a valuable tool for program delivery.

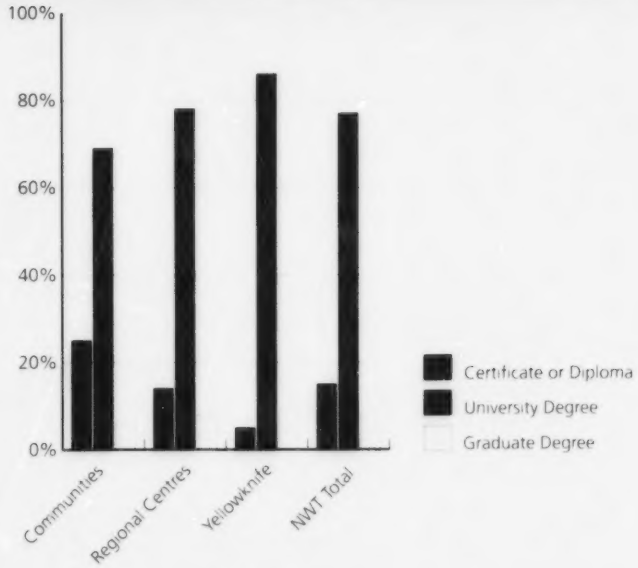



**Source:**
Teacher Certification System, Department of Education, Culture and Employment, GNWT

**Note:**
1. Based on actual teaching positions, including Aboriginal language specialists, and not on funded PYs.
2. Certificate or Diploma includes one, two and three year programs.
3. Certificate refers to Aboriginal Language Certificate issued by the Department of Education, Culture and Employment, GNWT.

**Educators by Qualifications, 1998-99**

| | Certificate or Diploma | University Degree | Graduate Degree | Total Teachers |
|---|---|---|---|---|
| Communities | 61 | 170 | 15 | 246 |
| | 25% | 69% | 6% | 38% |
| Regional Centres | 21 | 111 | 11 | 143 |
| | 14% | 78% | 8% | 22% |
| Yellowknife | 12 | 217 | 24 | 253 |
| | 5% | 86% | 9% | 40% |
| NWT Total | 94 | 498 | 50 | 642 |
| | 15% | 77% | 8% | |




**Educators by Qualifications, 1998-99**

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1. Based on actual teaching positions, including Aboriginal language specialists, and not on funded PYs.
2. Certificate or Diploma includes one, two and three year programs.
3. Certificate refers to Aboriginal Language Certificate issued by the Department of Education, Culture and Employment, GNWT.

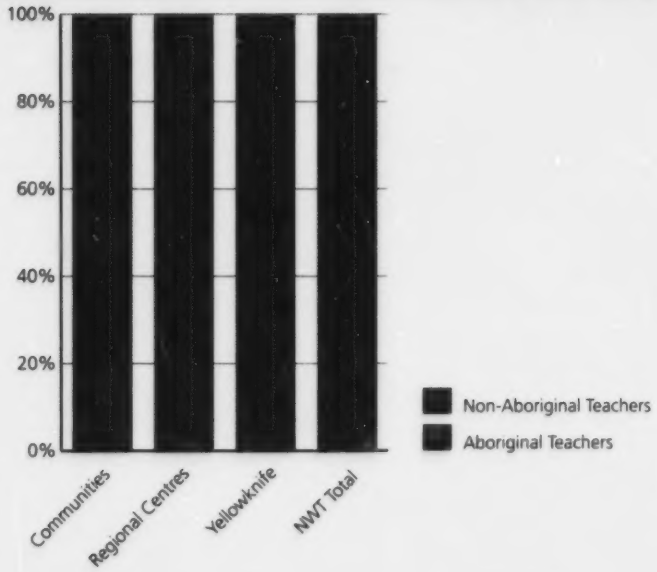
## *Aboriginals form 15% of the teaching staff in the NWT.*

In 1998-99, there were 95 Aboriginal teachers in the NWT, representing 15% of the 640 total. Aboriginal educators in the school system include 24 certified Aboriginal language specialists and 71 teachers who hold a Teacher Education Program Diploma or a Bachelor of Education Degree. While the number of Aboriginal teachers increased by 8% over the total of 88 in 1997, the number of non-Aboriginal teachers remained essentially the same at 547.

A total of 10,814 children and youth between the ages of 5 and 19 years live in the NWT, 62% of whom are of Aboriginal origin. In relation to the school-aged population, a representative teaching force would consist of 62% Aboriginal educators. This proportion would vary by community type, with the highest percentage of Aboriginal teachers needed in communities. Aboriginal students comprise 91% of the 5- to 19-year-olds in communities, 67% in regional centres and 30% in Yellowknife. This compares with the proportion of the teaching force represented by Aboriginal teachers at 30% in communities and 11% and 2% in regional centres and Yellowknife respectively.

The NWT needs a teaching force that is representative of its diverse linguistic and cultural groups in order for all types of communities to realize their educational goals for language, culture and heritage. Culture-based schools need people from the community, from the same culture and language as the students, working in the school system – at all levels. The majority of Aboriginal educators with a diploma or degree are currently teaching in elementary classrooms. Aboriginal language specialists often teach an Aboriginal second language program throughout the school. They have contact with many students for short periods of time, but few are comfortable teaching Grades 10 to 12. The challenge will be to increase the number of Aboriginal teachers in all communities and, in particular, at the junior and senior secondary levels.

In order to achieve a representative teaching force, we will need to recruit more Aboriginal teachers, as well as retain the teachers we have. Aurora College will continue to play a critical role in providing teacher education programs to qualify new teachers and to support certified teachers to attain higher levels of education. Additionally, professional development opportunities are required to meet the re-certification needs of Aboriginal teachers, and especially of Aboriginal language specialists. In communities, the challenge is to provide more programs and courses closer to home, while regional centres and Yellowknife need to find ways to support Aboriginal teachers working in a culturally diverse community.

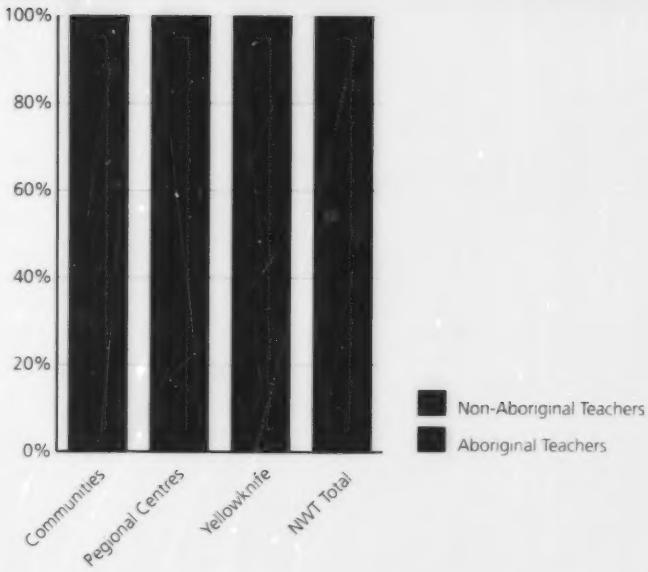



**Source:**
Teacher Certification System, and *Strategy for Teacher Education in the NWT, 1998*
Department of Education, Culture and Employment, GNWT

**Note:**
1. Based on actual teaching positions in 1998-99.
2. Includes Aboriginal language specialists and Aboriginal teachers trained outside the NWT.

**Aboriginals as Percent of Total Teaching Staff, 1998-99**

| | Non-Aboriginal Teachers | Aboriginal Teachers | Total Teachers |
|---|---|---|---|
| **Communities** | **173** | **73** | **246** |
| | 70% | 30% | 38% |
| **Regional Centres** | **127** | **16** | **143** |
| | 89% | 11% | 22% |
| **Yellowknife** | **247** | **6** | **253** |
| | 98% | 2% | 40% |
| **NWT Total** | **547** | **95** | **642** |
| | 85% | 15% | |

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| | Non-Aboriginal Teachers | Aboriginal Teachers | Total Teachers |
|---|---|---|---|
| Communities | 173 | 73 | 246 |
| | 70% | 30% | 38% |
| Regional Centres | 127 | 16 | 143 |
| | 89% | 11% | 22% |
| Yellowknife | 247 | 6 | 253 |
| | 98% | 2% | 40% |
| NWT Total | 547 | 95 | 642 |
| | 85% | 15% | |

## *Two-thirds of the TEP graduates are employed in education in the NWT.*

The Aurora College Teacher Education Program (TEP) began in 1968, and after an initial year in Yellowknife, moved permanently to Fort Smith. A successful partnership with the University of Saskatchewan was formed in 1977 and continues to the present. Graduates from Aurora College TEP receive a Diploma in Teaching, which is transferable to the University of Saskatchewan B.Ed.

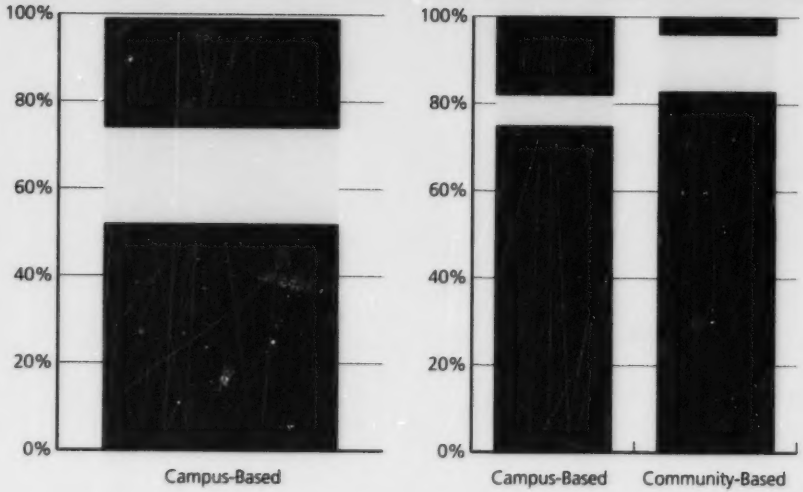
From 1969 to 1989, students from across the territories came to Fort Smith for teacher training. A total of 99 NWT teachers graduated during this 20-year period, and more than half (52) of those are presently (1998-99) employed in education. This proportion includes 28% currently teaching or working at the Divisional Education Council, 18% in other education-related roles and six full-time university students. Others (22%) have used the skills and experience they developed through TEP to gain employment outside education. The remaining 25% not working in 1999 include teachers who reached retirement age.

While NWT teacher education has been continuous at the Fort Smith campus, community-based programs (CTEP) were introduced in 1990. Community-based programs are offered at a location where there is a large enough cohort of students. CTEP has been offered in all NWT regions, making it possible for people to complete their teacher education closer to home. Graduates of the early CTEP were usually mature individuals from the same culture and language as the students, who had extensive classroom experience as education assistants or Aboriginal language specialists. Students applying to more recent programs tend to be younger, with higher academic entry levels but less classroom experience.

From 1990 to 1998, there have been 92 TEP graduates, 48 of whom graduated from a CTEP. In 1999, retention for CTEP graduates is 83%, including 54% teachers and DEC staff, 27% attending university full-time and 2% in other education-related employment. Community-based programs have proven particularly effective for impacting education in a single community, or region, over a relatively short period of time. In contrast to students attending campus-based programs, CTEP students generally teach in their home community following graduation. CTEP also provides the DEA or DEC a unique opportunity to focus the program on local or regional priorities, such as strengthening the local language and culture.

Over the same period, 44 teachers graduated from the campus-based program in Fort Smith. The retention rate for these recent Fort Smith graduates is 75%, including 41% teachers and DEC staff, 18% in other education-related fields and 16% full-time university students. Campus-based programs provide an opportunity for students from across the NWT to work together in a stimulating academic environment. Additionally, the campus provides more staff and resources to support students throughout the program.

Aurora College continues to play a critical role in teacher education. The College regularly reviews program design and delivery in order to ensure high standards. In 1998, the diploma program was extended from two to three years, providing for higher academic exit levels. The majority of diploma graduates now continue on to complete their degree before beginning their teaching career. The continuation of the campus and community-based program will result in an increase in the number of Aboriginal teachers and contribute to the maintenance of a stable, representative teaching force.




**Source:**
Department of Education, Culture and Employment, GNWT

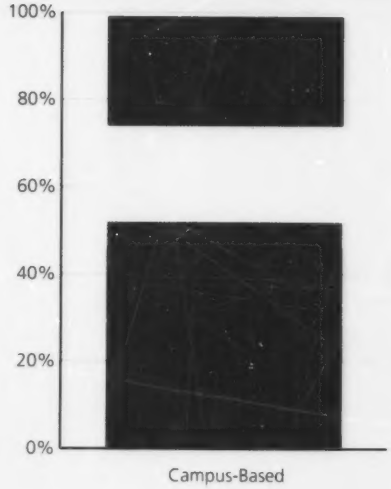
**Note:**
1. Nunavut graduates are not included.
2. "Other education-related" includes ECE staff, pre-school teachers, education assistants, politicians.
3. "Full-time students" includes 24 in B.Ed. programs and two in other programs.
4. "Other" includes unemployed, deceased, retired, unknown.

- Other
- Other Employment
- Full-Time University Students
- Other Education-Related Professions
- NWT Teachers and DEC Staff

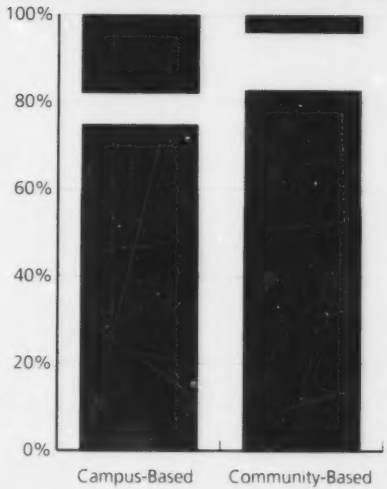
**Employment Status of TEP Graduates in 1998-99 School Year**

| Year of Graduation | 1969 to 1989 | | 1990 to 1998 | | | |
|---|---|---|---|---|---|---|
| | Campus | | Campus | | Community | |
| Category | Actual | Percent | Actual | Percent | Actual | Percent |
| NWT Teachers and DEC Staff | 28 | 28% | 18 | 41% | 26 | 54% |
| Other Education-Related Professions | 18 | 18% | 8 | 18% | 1 | 2% |
| Full-Time University Students | 6 | 6% | 7 | 16% | 13 | 27% |
| Total Retained | 52 | 52% | 33 | 75% | 40 | 83% |
| Other Employment | 22 | 22% | 3 | 7% | 6 | 13% |
| Other | 25 | 25% | 8 | 18% | 2 | 4% |
| Total Graduates (191) | 99 | | 44 | | 48 | |

Retention of Graduates from Early TEP Programs: 1969 to 1989




Retention of Graduates from Recent TEP Programs: 1990 to 1998




Source:
Department of Education, Culture and Employment, GNWT

Note:
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4. "Other" includes unemployed, deceased, retired, unknown.

- Other
- Other Employment
- Full-Time University Students
- Other Education-Related Professions
- NWT Teachers and DEC Staff

**Employment Status of TEP Graduates in 1998-99 School Year**

| Year of Graduation | 1969 to 1989 | | 1990 to 1998 | | | |
|---|---|---|---|---|---|---|
| | Campus | | Campus | | Community | |
| **Category** | **Actual** | **Percent** | **Actual** | **Percent** | **Actual** | **Percent** |
| **NWT Teachers and DEC Staff** | **28** | **28%** | **18** | **41%** | **26** | **54%** |
| Other Education-Related Professions | 18 | 18% | 8 | 18% | 1 | 2% |
| **Full-Time University Students** | **6** | **6%** | **7** | **16%** | **13** | **27%** |
| Total Retained | 52 | 52% | 33 | 75% | 40 | 83% |
| **Other Employment** | **22** | **22%** | **3** | **7%** | **6** | **13%** |
| Other | 25 | 25% | 8 | 18% | 2 | 4% |
| **Total Graduates (191)** | **99** | | **44** | | **48** | |

## *For the first time, in 1999, the Course Principal was an Aboriginal educator.*

In 1986, the Ontario Institute for Studies in Education (OISE) designed and delivered the first NWT Principal Certification Program in Toronto. Beginning in 1990, the program moved to Yellowknife and has since been delivered each summer in different locations in Nunavut and the NWT. In July 1999, it was renamed the NWT Educational Leadership Program. While principals are required to take the program for certification, others are attracted by the opportunity to develop more general leadership skills. Between 1990 and 1999, 291 people have taken part in the program.

The *Education Act* (1996) now requires all principals to be certified or to complete the training within two years of their appointment. This is a change from prior legislation which only mandated certification for principals of schools with more than 100 students. The Act also requires principals to re-certify every five years. This involves participating in a minimum of 40 hours of professional development in the area of educational administration, in addition to meeting requirements for teacher re-certification.

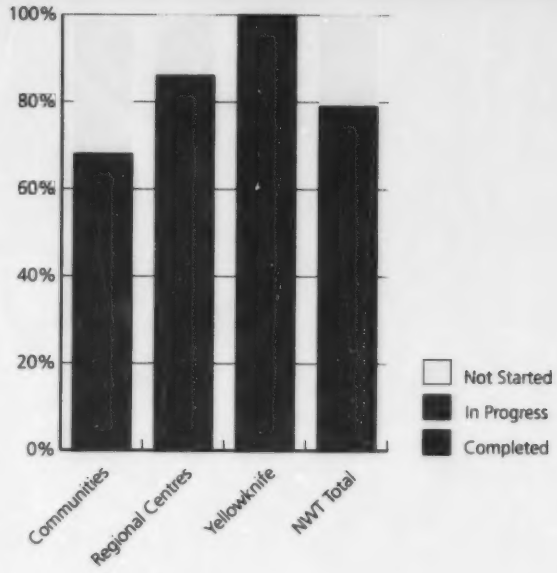
Although participation in the program continues to increase, a high rate of principal turnover means that there is a continuing need to offer certification. In 1999, almost half (49%) of principals in the NWT were certified, compared to approximately one-third (30%) in 1997. Another 30% were working towards attaining certification.

In communities, one-third (34%) of principals were certified in 1999, one-third (34%) were in the process of training and one-third (31%) had not yet started the program. Most schools with less than 100 students are in the communities, and many of their principals are now in process of attaining certification as a result of changes in legislation. Communities also experience a higher rate of principal turnover, and their replacements may be hired before they have begun the program. One way of moderating the effect of principal turnover is to support more Aboriginal teachers to complete certification and take on the leadership role in the school in their home community.

Compared to communities, the regional centres have larger schools and a lower rate of turnover among principals. They also have more potential for selecting new principals from among applicants who are already certified. In 1999, over half (57%) of principals in the regional centres are certified, (18%) are in the process of training and one principal has not yet started the program.

In Yellowknife, everyone who is a principal has either been certified (82%) or is in the process of training (18%). Larger schools and the low rate of turnover of those in leadership positions contribute to the high proportion of certified principals in Yellowknife schools.

The NWT Educational Leadership Program continues to evolve. For the first time, in 1998-99, the Course Principal was an Aboriginal educator. Aboriginal and other northern educators have become part of the development team and play an integral role in program development and delivery. Cultural relevance of the program has been increased through initiatives such as elders-in-residence. The program will continue to prepare individuals for leadership roles in both the Northwest Territories and Nunavut.

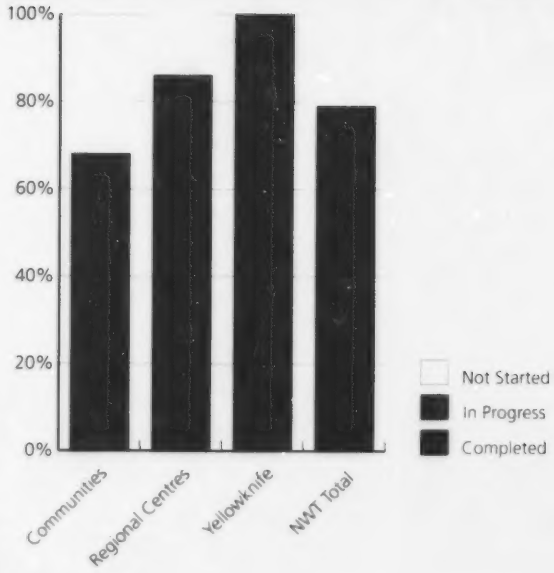



**Source:**
Teacher Certification System, Department of Education, Culture and Employment, GNWT

**Note:**
Certification status is based on current principals of NWT schools.

**Certification Status of NWT Principals, 1998-99**

| | Completed | In Progress | Not Started | Total |
|---|---|---|---|---|
| Communities | 10 | 10 | 9 | 29 |
| | 34% | 34% | 31% | 62% |
| Regional Centres | 4 | 2 | 1 | 7 |
| | 57% | 29% | 14% | 15% |
| Yellowknife | 9 | 2 | 0 | 11 |
| | 82% | 18% | 0% | 23% |
| NWT Total | 23 | 14 | 10 | 47 |
| | 49% | 30% | 21% | |

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Teacher Certification System, Department of Education, Culture and Employment, GNWT

Note:
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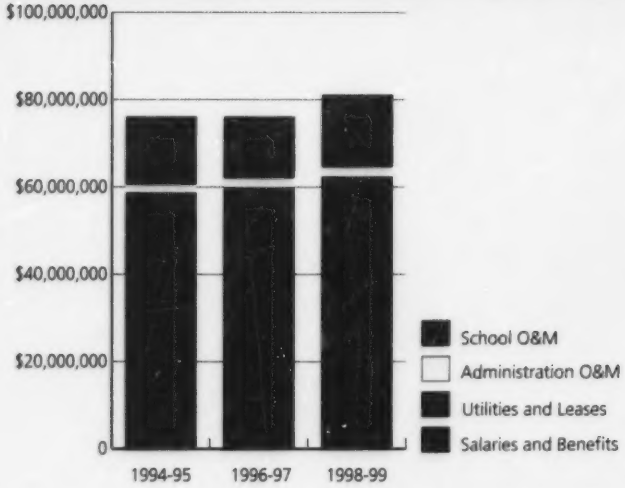
| Yellowknife | 9 | 2 | 0 | 11 |
| | 82% | 18% | 0% | 23% |
| NWT Total | 23 | 14 | 10 | 47 |
| | 49% | 30% | 21% | |

## *There was an increase in funding for total operating contributions.*

In 1998/99, the total Operations and Maintenance (O&M) contributions to jurisdictions, including GNWT and local taxes, were an estimated $81 million. Total contributions were distributed as follows: $55 million (68%) for salaries and benefits, $7.3 million (9%) for utilities and leases and $18.7 (23%) for O&M. Contributions for O&M include $2.2 million (3%) for administration and $16.5 million (20%) for schools. Administration O&M includes DEC/DEA trustee costs such as travel, but does not include the Department of Education, Culture and Employment's expenses. School O&M includes items such as materials, resources, grade extensions and student transportation.

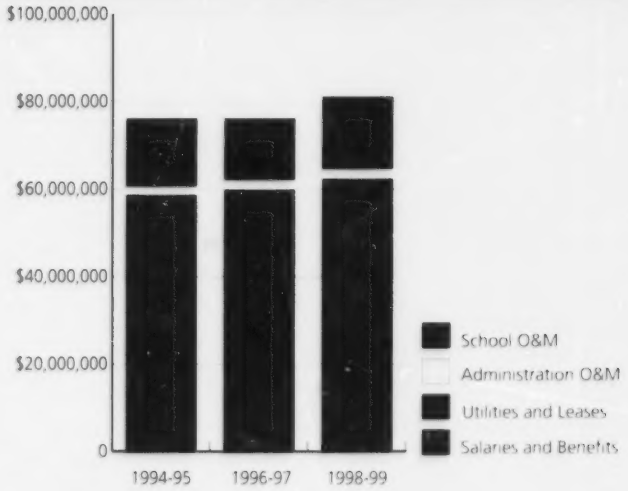
While the distribution of funds remains similar, total contributions have increased from 1997 by $5 million. This includes an additional $1 million in salaries and benefits, $1.5 million in utilities and leases and $2.5 million in school O&M. The 2% increase in school O&M reflects forced growth. The 1% increase in utilities and leases results from the transfer of responsibility from the GNWT to the Divisional Education Councils. Formerly, the GNWT paid utilities and billed costs back to the DEC, but not all charges were recovered.




**Source:**
Department of Education, Culture and Employment, GNWT

**Total Operating Contributions**

| | 1994-95 | 1996-97 | 1998-99 |
|---|---|---|---|
| Salaries and Benefits | 54,000,000 | 54,000,000 | 55,000,000 |
| | 71% | 71% | 68% |
| Utilities and Leases | 4,600,000 | 5,800,000 | 7,300,000 |
| | 6% | 8% | 9% |
| Administration O&M | 1,900,000 | 2,200,000 | 2,200,000 |
| | 3% | 3% | 3% |
| School O&M | 15,500,000 | 14,000,000 | 16,500,000 |
| | 20% | 18% | 20% |
| Total | 76,000,000 | 76,000,000 | 81,000,000 |




Source:
Department of Education, Culture and Employment, GNWT

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| Administration O&M | 1,900,000 | 2,200,000 | 2,200,000 |
| | 3% | 3% | 3% |
| School O&M | 15,500,000 | 14,000,000 | 16,500,000 |
| | 20% | 18% | 20% |
| Total | 76,000,000 | 76,000,000 | 81,000,000 |

*The emphasis in project planning shifted from building new schools to renovating and upgrading existing space.*

This indicator represents a "snapshot" of capital expenditures over a three-year period. However, capital projects take an average of five years to complete, from the initial planning stage through designing and final construction. Since costs increase significantly at each successive phase of a project, money spent in a short time does not adequately reflect trends in capital expenditures. The Department will continue to track data in order to formulate a comprehensive analysis of capital spending over a ten-year period.

Historically, the school-aged population in the NWT grew steadily, and subsequently additional space was required to accommodate an increasing number of students. Almost all available capital was needed for expanding existing schools and for constructing new facilities to keep up with this forced growth. But this is no longer the case. By 1999, school enrolments had levelled off and the emphasis in project planning shifted from building new schools to renovating and upgrading existing space.

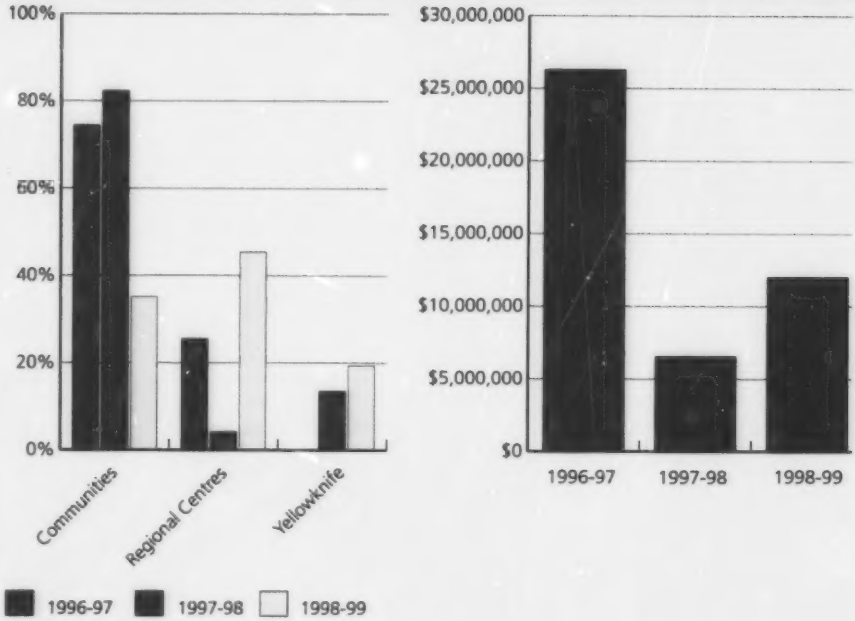
From 1997 to 1999, the Government of the Northwest Territories spent $44.8 million in capital expenditures, an average of almost $15 million each year. During this three-year period, the greatest proportion (65%) was spent on schools in communities, 28% in regional centres and 7% in Yellowknife.

Communities received $29.2 million to meet their capital needs over the past three years, including replacing the school that burned in Fort McPherson. The large proportion of capital expenditures in communities, compared to regional centres and Yellowknife, reflects the changing demographics of the student body. Population growth in communities was moderate during this period and, in general, no new space was required for elementary classrooms. However, the continual implementation of grade extensions in small communities resulted in significant increases in student enrolments at the senior secondary level. Not only were additional classrooms needed to accommodate growing numbers of students in Grades 10 to 12, but specialized facilities such as science labs, career and technology suites and gymnasiums were also required for program delivery. Since the majority of grade extensions have now been implemented, projected capital expenditure will decrease for communities in the next reporting period.

Regional centres were allocated $12.4 million for capital expenditures over three years. No new construction was required during this period, as the total population remained stable and the number of students attending Grades 10 to 12 in regional centres decreased as a result of grade extensions in smaller communities. Although there is sufficient space to accommodate the total number of students, many of the buildings in Fort Smith, Hay River and Inuvik are aging. The focus has been, and will continue to be, on repairs and renovations to school facilities.

Yellowknife received $3.2 million for capital expenditures during this period. This relatively small proportion of the total $44.8 million reflects design dollars for renovations to Weledeh Catholic School and Sir John Franklin High School. In the next reporting period, Yellowknife will show significantly higher expenditures that relate to the actual construction of these two projects.

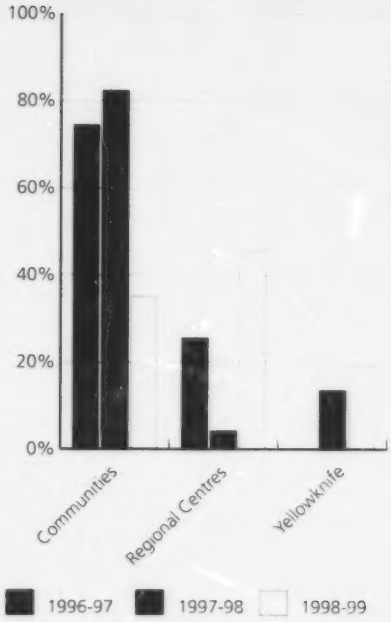
The NWT is projected to spend approximately 90% ($12 million) of the total annual capital budget on schools over the next five years. The primary focus will continue to be on upgrading and renovations to existing facilities.

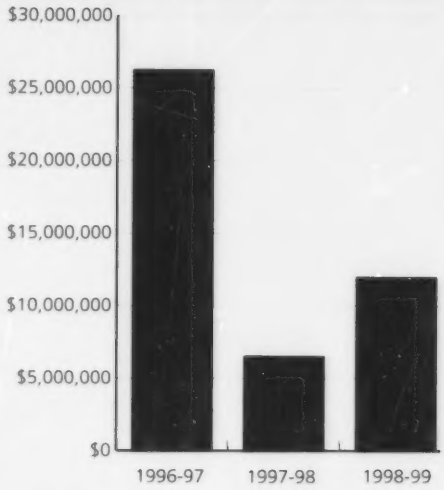



**Capital Expenditures: K-12 Facilities**

| | Communities | Regional Centres | Yellowknife | NWT Total |
|---|---|---|---|---|
| [illegible] | [illegible] | 6,667,000 | 0 | 26,206,000 |
| | 74.5% | 25.5% | 0% | |
| [illegible] | 5,373,000 | 272,000 | 880,000 | 6,525,000 |
| | 82.3% | 4.2% | 13.5% | |
| [illegible] | 4,214,000 | 5,450,000 | 2,329,000 | 11,993,000 |
| | 35.1% | 45.4% | 19.4% | |

Source:
Department of Education, Culture and Employment, GNWT




**Capital Expenditures: K-12 Facilities**

| | Communities | Regional Centres | Yellowknife | NWT Total |
|---|---|---|---|---|
| 1996-97 | 19,579,000 | 6,687,000 | 0 | 26,266,000 |
| | 74.5% | 25.5% | 0% | |
| 1997-98 | 5,373,000 | 272,000 | 880,000 | 6,525,000 |
| | 82.3% | 4.2% | 13.5% | |
| 1998-99 | 4,214,000 | 5,450,000 | 2,329,000 | 11,993,000 |
| | 35.1% | 45.4% | 19.4% | |

Source:
Department of Education, Culture and Employment, GNWT

***The NWT expenditure remains about 50% higher than the average cost of education per Canadian student.***

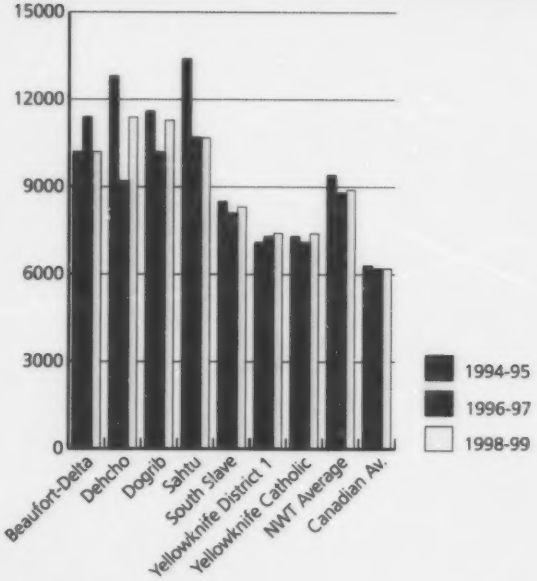
The average cost of educating a student in the NWT was approximately $8,900 in 1999. While annual fluctuations reflect the relatively small student population in the north, calculated over a five-year period (1995 to 1999) the average cost is $9,100 per student. The NWT expenditure remains about 50% higher than the average cost of education per Canadian student, which is approximately $6,200 (latest figure available is for 1996). Only Nunavut and the Yukon have higher per student expenditures. Some factors contributing to the high costs are vast distances and the isolation of communities, high costs of living for staff, high freight costs for supplies and the costs related to travel.

Expenditures per student in the Beaufort-Delta, Dehcho, Dogrib and Sahtu have remained consistently higher than the NWT average. Averages in these Divisional Education Councils (DECs) ranged from lows of $10,200 (Beaufort-Delta, 1995 and Dogrib, 1997) to a high $13,400 (Sahtu, 1995). In the smaller jurisdictions (Dehcho, Sahtu and Dogrib) these higher costs reflect enrolments of less than 1,500 students. The expenditure per student in the Beaufort-Delta is similar to that of the smaller DECs, but here the cost is due more to location than to size. Calculated over a five-year period (1995 to 1999), the average cost of educating a student in each of these four jurisdictions was approximately $11,000 per year.

In the South Slave, Yellowknife Education District #1 and Yellowknife Catholic Schools, expenditures per student have remained consistently lower than the NWT average. Averages in these jurisdictions ranged from lows of $7,100 (YK #1, 1995 and YK Catholic, 1997) to a high of $8,500 (South Slave, 1995). For each of the two Yellowknife District Education Authorities, the average cost of educating a student was $7,300 per year over the five-year reporting period. Although higher in comparison to Yellowknife, the South Slave also benefits from lower expenditures, averaging $8,300 per student over five years. Each of these three jurisdictions incurs lower per student expenditures due more to geographic location than to size.

Over five years, there has been little variance in per student expenditures for the South Slave, Yellowknife District #1 or Yellowknife Catholic Schools. There has been more divergence in the Beaufort-Delta by comparison, but the greatest fluctuations have occurred in the Dehcho, Dogrib and Sahtu regions. In the smaller regions, significant drops in the contribution figures and increased enrolments bring about relatively larger changes in the expenditure per student than in the larger jurisdictions. Short-term decreases during this period (1995 to 1999) are attributed to the loss of significant funding with the closing of student residences, overall decreases in funding allocations and increased high school enrolments. In contrast, start-up introductory funding for small schools grade extensions (Dehcho, 1999) and decreased enrolments combined with fixed costs remaining constant (Dogrib, 1999) account in part for short-term increases.

In recent years (to 1996), per student expenditures have been declining across Canada. However, it is difficult to project whether this trend will be mirrored in the Northwest Territories.




**Cost Per Student**

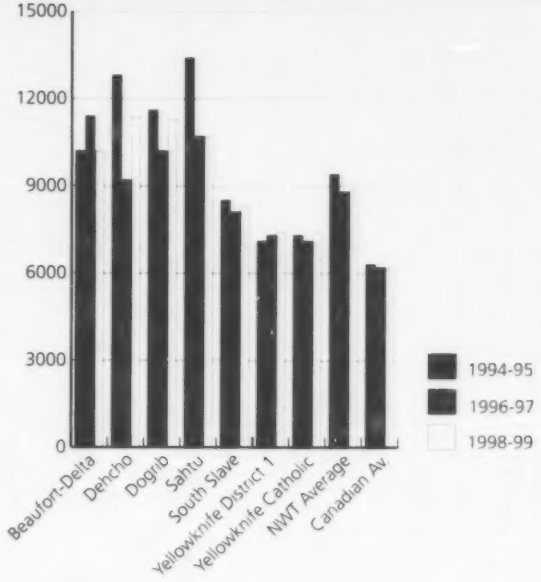
| | 1994-95 | 1996-97 | 1998-99 |
|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] |
| Dehcho | 12,800 | 9,200 | 11,400 |
| [illegible] | [illegible] | [illegible] | [illegible] |
| Sahtu | 13,400 | 10,700 | 10,700 |
| [illegible] | [illegible] | [illegible] | [illegible] |
| Yellowknife District 1 | 7,100 | 7,300 | 7,400 |
| [illegible] | [illegible] | [illegible] | [illegible] |
| NWT Average | 9,400 | 8,800 | 8,900 |
| [illegible] | [illegible] | [illegible] | [illegible] |

**Source:**

*1997-98 Inter-provincial Education Statistics Project, Summary of School Statistics from the Provinces and Territories,* BC Ministry of Education
Department of Education, Culture and Employment, GNWT

**Note:**

1. All costs are rounded off to the nearest hundred dollars.
2. Most recent available Canadian average was 1995-96.
3. The expenditure per student was based on the Operations and Maintenance (O&M) formula funding to Education Councils and Authorities (Boards).
4. Based on full-time equivalent students.
5. The Department funds two Yellowknife District Education Authorities at approximately 80% of formula and the remaining revenue is raised through municipal taxes. For comparative purposes, funding has been shown at 100%.




**Cost Per Student**

| | 1994-95 | 1996-97 | 1998-99 |
|---|---|---|---|
| **Beaufort-Delta** | 10,200 | 11,400 | 10,200 |
| Dehcho | 12,800 | 9,200 | 11,400 |
| **Dogrib** | 11,600 | 10,200 | 11,300 |
| Sahtu | 13,400 | 10,700 | 10,700 |
| **South Slave** | 8,500 | 8,100 | 8,300 |
| Yellowknife District 1 | 7,100 | 7,300 | 7,400 |
| **Yellowknife Catholic** | 7,300 | 7,100 | 7,400 |
| NWT Average | 9,400 | 8,800 | 8,900 |
| **Canadian Average** | 6,300 | 6,200 | 6,200 |

Source:

*1997-98 Inter-provincial Education Statistics Project, Summary of School Statistics from the Provinces and Territories*, BC Ministry of Education

Department of Education, Culture and Employment, GNWT

Note:

1. All costs are rounded off to the nearest hundred dollars.
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## *GNWT contributions for Aboriginal languages increased 38% from 1997 to 1999.*

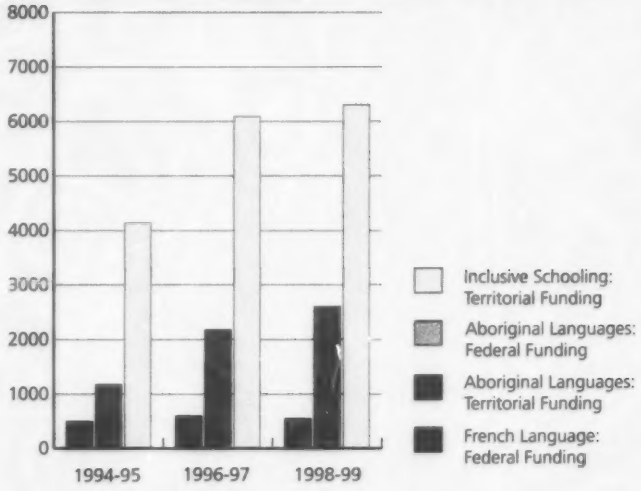
The yearly Operating and Maintenance contributions received by Divisional Education Councils and District Education Authorities include contributions for inclusive schooling and Aboriginal languages. In 1999, these totalled $6,305,000 for inclusive schooling and $2.1 million for Aboriginal languages. Additionally, jurisdictions received Canadian Heritage Funding from the Government of Canada, including $500,000 for Aboriginal languages and $550,000 for French language.

In 1999, contributions for inclusive schooling rose a moderate 3.5% over 1997. This increase is due to a rise in enrolment numbers in NWT schools. Formula funding, based on student population, determines a jurisdiction's contributions. Inclusive schooling funding is designated to provide programs, resources and services to support the membership, participation and learning of all students in regular classrooms and other school activities.

Total contributions for Aboriginal languages in 1999 were $2.6 million, including $2.1 million (81%) territorial funding and $.5 million (19%) federal funding. This represents an overall increase of 19% over $2.2 million in 1997. Proportionately, Canadian Heritage Funding for Aboriginal languages decreased 23% over the two-year period, while GNWT contributions increased a significant 38%. This increase is due in part to a one-time grant through the Investing in Quality Education initiative. Formula funding for Aboriginal languages is calculated on the number of Aboriginal students enrolled in a jurisdiction and allocated in addition to a fixed base sum. These funds enable jurisdictions to offer Aboriginal language programs and cultural programs.

The federal government, through its Canadian Heritage program, is the sole funding source for French language programs. Contributions for French language totalled $.6 million in 1999. This 8% decrease over 1997 reflected federal restraint, but did not result in any program cuts in the NWT. In 1999, 65% of the total contributions were designated for French first language programs, with the remainder allocated to support French immersion and second language programs. Historically, one-third of French language funding was guaranteed based on population, while two-thirds were negotiated annually on proposals received from individual jurisdictions. In 1999, a new protocol for securing federal funding succeeded in reversing these proportions. With two-thirds of French language funding now guaranteed, greater continuity of programming is possible.

The federal government has made a commitment to increase funding for language programs across the country. This increase will have a greater impact in the NWT on French language programs compared to Aboriginal language programs. The territorial government will continue to transfer funds to Divisional Education Councils and District Education Authorities to support schools to deliver Aboriginal language and culture programs.



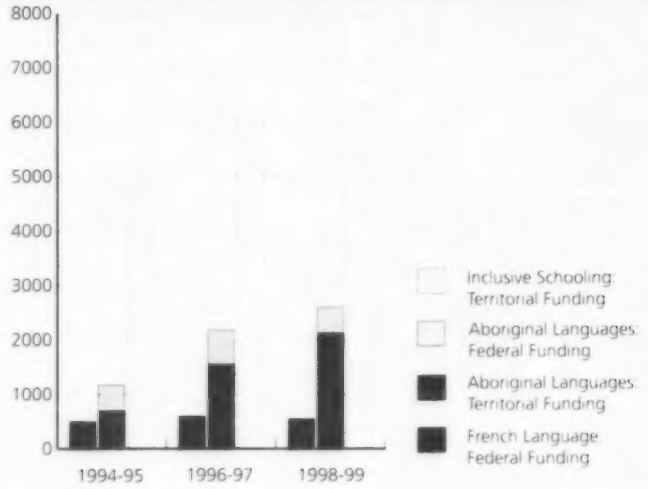

**Source:**
Department of Education, Culture and Employment, GNWT

**Territorial Funding (Vote 1)**

| | 1994-95 | 1996-97 | 1998-99 |
|---|---|---|---|
| Aboriginal Languages | 677 | 1,530 | 2,105 |
| Inclusive Schooling | 4,140 | 6,093 | 6,305 |

**Federal Funding (Vote 4)**

| | 1994-95 | 1996-97 | 1998-99 |
|---|---|---|---|
| Aboriginal Languages | 500 | 650 | 500 |
| French Language | 500 | 600 | 550 |

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| | 1994-95 | 1996-97 | 1998-99 |
|---|---|---|---|
| Aboriginal Languages | 500 | 650 | 500 |
| French Language | 500 | 600 | 550 |

## *Ninety-one percent of communities in the NWT provide Aboriginal language programs.*

NWT parents expect schools to do their part in helping children and young adults learn about their culture and develop or retain the ability to speak their own language. They feel that this supports students in gaining a better appreciation for the various cultural groups within the NWT and helps Aboriginal students develop greater pride in themselves and their heritage. The Department places strong emphasis on supporting communities to achieve their language, culture and heritage goals. Perhaps the greatest advance in this area has been the development of curricula that broadens the understanding of the cultures of the NWT.

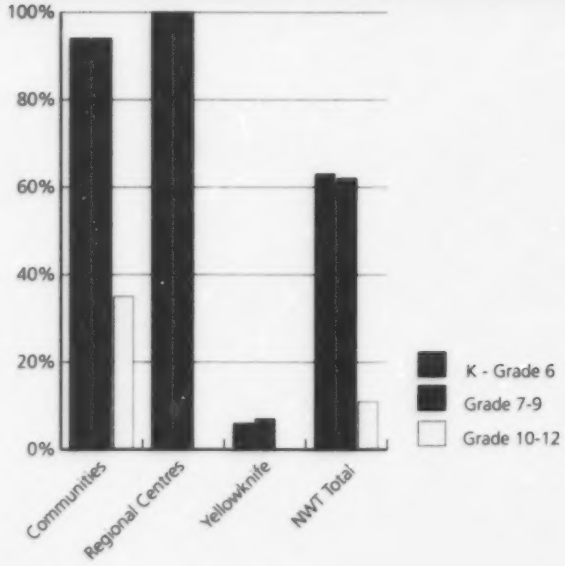
Ninety-one percent of communities in the NWT provide Aboriginal language programs. Instructional time averages 120 minutes a week for second language programs (L2). The emphasis in language instruction is on oral traditions in the primary grades, but reading and writing are often introduced in Grades 4 to 6. Overall, nearly two-thirds of students in Kindergarten to Grade 9 have access to Aboriginal second language programs. Additionally, two high schools offer credit courses in Grades 10 to 12.

In communities, 94% of students from Kindergarten through Grade 9 have access to Aboriginal language programs. In general, all or most students in the school participate in that program. Thirty-five percent of high school students have access to credit courses in an Aboriginal language, in which they receive 200 minutes of instruction a week. Chief Jimmy Bruneau School in Rae-Edzo and Chief T'Selihye School in Fort Good Hope offer locally developed credit courses in Dogrib 10-20-30 and Slavey 10-20-30 respectively. Other communities reported that their Northern Studies program includes an Aboriginal language component. Where language courses are not offered at Grades 10 to 12, students are able to challenge the credits.

All students enrolled in Kindergarten to Grade 9 in a regional centre have access to Aboriginal language programs. Every student has the option of enrolling in either an Aboriginal or French second language program, and a few are given the additional choice of taking English as a second language (ESL). No regional high schools offered Aboriginal language credit courses in 1999. Each regional centre has a diverse Aboriginal population, and schools are faced with the difficult task of deciding which language(s) to focus on in an academic year.

Yellowknife is a multilingual community, which historically has placed greater emphasis on providing French language programs in their schools. Access to Aboriginal languages is currently limited to students attending N'dilo Community School (Kindergarten to Grade 3) and Weledeh (Grades 4 to 8), where the Aboriginal program parallels French. Neither high school currently offers credit courses in Aboriginal languages. Aboriginal cultures are integrated into school programs through the use of Dene Kede and Inuuqatigiit in elementary grades and through components of Outdoor Education and CTS at Grades 10 to 12.

Training and retention of staff plays a critical role in the delivery of Aboriginal language and cultural programs. Curricula, high quality resources and adequate funding are needed to support program delivery, and systematic monitoring of programs is required to ensure quality of instruction. Parents, schools and communities need to work together to offer these supports to Aboriginal language programs.

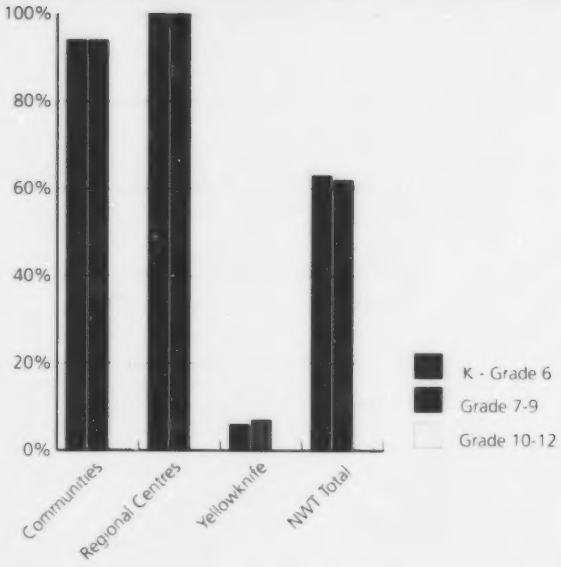



**Source:**
Department of Education, Culture and Employment, GNWT

**Note:**
Access is based on the number of students having access to Aboriginal language programs at particular grade levels, as a percent of the total number of students enrolled at those levels.

**Percent of Students with Access to Programs**

| | K - Gr. 6 | Gr. 7-9 | Gr. 10-12 |
|---|---|---|---|
| **Communities** | **94%** | **94%** | **35%** |
| Regional Centres | 100% | 100% | 0% |
| **Yellowknife** | **6%** | **7%** | **0%** |




**Source:**
Department of Education, Culture and Employment, GNWT

**Note:**
Access is based on the number of students having access to Aboriginal language programs at particular grade levels, as a percent of the total number of students enrolled at those levels.

**Percent of Students with Access to Programs**

| | K - Gr. 6 | Gr. 7-9 | Gr. 10-12 |
|---|---|---|---|
| Communities | 94% | 94% | 35% |
| Regional Centres | 100% | 100% | 0% |
| Yellowknife | 6% | 7% | 0% |

## *Six communities in the NWT offer a range of programs and courses in French.*

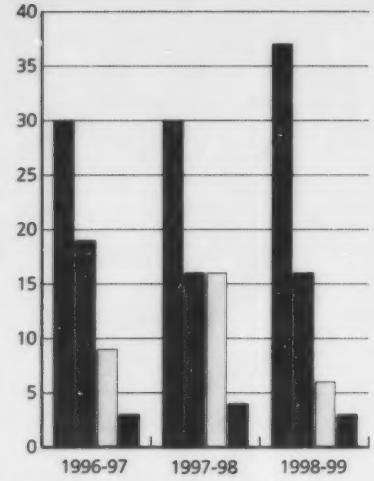
French is one of the official languages of the NWT. Six communities in the NWT offer a range of programs and courses in French. The federal government, through its Canadian Heritage program, funds all French language programs. French second language courses are offered most frequently, but French first language and immersion programs are available in some locations. In total, 3,500 students participated in French programs in 1999, representing 36% of all students enrolled in Kindergarten to Grade 12 schools in the NWT. That proportion shows a moderate increase over 33% participation in 1997.

The majority (82%) of NWT students who are participating in French are studying French as a second language (FSL) in elementary and secondary schools. This program is often referred to as the "core French" program. FSL is available in Yellowknife, Fort Smith, Norman Wells, Inuvik, Hay River and Fort Simpson. In some communities, students in Kindergarten to Grade 9 are given a choice of taking an Aboriginal or French second language. Approximately 2,900 students participated in FSL programs in 1999. Relatively few (8%) take French in Grades 10 to 12, compared to Kindergarten to Grade 9. The decrease in participation at the high school level is likely because a second language is not required for graduation. On average, 60 hours of instructional time is devoted to FSL, but this ranges from 40 to 100 hours per year. Research and experience indicate that a minimum of 90 hours of instruction per year is necessary for effective learning to take place.

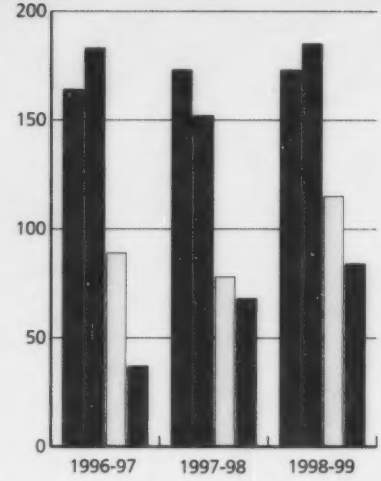
Another 16% of students who are participating in French are enrolled in immersion programs, which are only available in Yellowknife. There are two types of immersion programs: early immersion starts at Kindergarten or Grade 1 and continues through Grade 12, while middle immersion goes from Grades 4 to 12. In 1999, there were 557 students enrolled in French immersion programs in Yellowknife. While the number of students enrolled in immersion programs remains stable from Kindergarten to Grade 6, enrolments in Grades 7 to 12 increased by 58% compared to 1997. On average, students spend about 60% (600 hours) of their time in French, but this can vary from as much as 100% in Kindergarten or Grade 1 to about 40% in Grades 10 to 12.

The remaining 2% of students are enrolled in French first language (FFL) programs. In these programs, the language of instruction for all subjects is French, except for English language arts which is taught from Grade 3. Student eligibility for these programs is based on the right of French first language instruction as outlined in Section 23 of the Canadian Charter of Rights and Freedoms. In addition to the first language program running in Yellowknife, a three-year pilot program was started in Hay River in 1999. A total of 62 students, in two locations, were participating in FFL in 1999. The numbers remain small and fluctuations reflect mobility of the total francophone population.

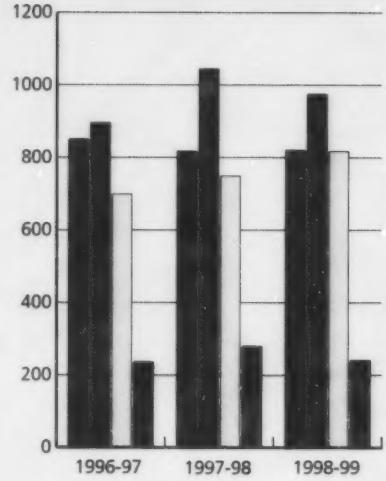
Teacher recruitment and retention plays a critical role in the delivery of French language and cultural programs. It is sometimes difficult to find bilingual teachers and classroom assistants who are willing to teach in the north, and particularly in smaller communities. On-going program and staff development is needed to support existing staff in order to have more widespread and effective French language instruction. In 1999, a new protocol for securing federal funding for French language programs came into effect, which will contribute to greater continuity of programming from one year to the next.




**French First Language**




**French Immersion**



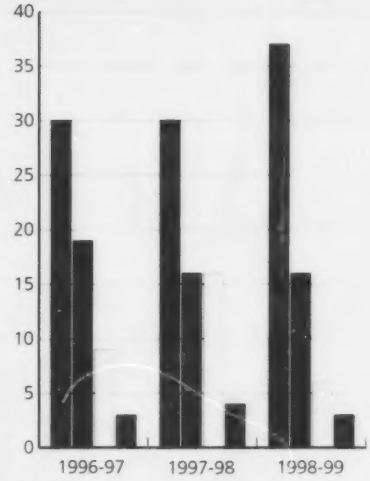

**French Second Language**

Primary | Intermediate | Junior Secondary | Senior Secondary

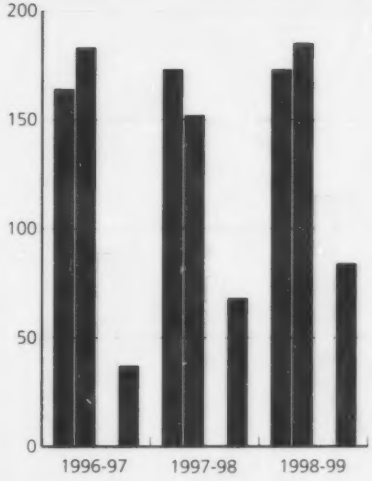
| | French First Language | | | French Immersion | | | French Second Language | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1996-97 | 1997-98 | 1998-99 | 1996-97 | 1997-98 | 1998-99 | 1996-97 | 1997-98 | 1998-99 |
| K - Gr. 3 | [illegible] | [illegible] | 37 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Gr. 4-6 | 19 | 16 | 16 | 183 | 152 | 185 | 895 | 1044 | 975 |
| Gr. 7-9 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Gr. 10-12 | 3 | 4 | 3 | 37 | 68 | 84 | 236 | 279 | 241 |
| Total | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |

**Source:**
Department of Education, Culture and Employment, GNWT

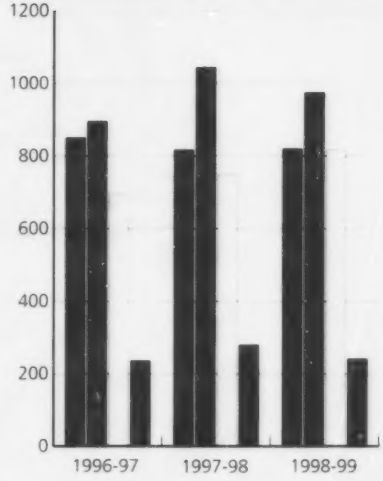
**Note:**
Based on programs offered in the 1998-99 school year.




**French First Language**




**French Immersion**




**French Second Language**

Primary Intermediate Junior Secondary Senior Secondary

| | French First Language | | | French Immersion | | | French Second Language | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1996-97 | 1997-98 | 1998-99 | 1996-97 | 1997-98 | 1998-99 | 1996-97 | 1997-98 | 1998-99 |
| K - Gr. 3 | 30 | 30 | 37 | 154 | 173 | 173 | 850 | 817 | 820 |
| Gr. 4-6 | 19 | 16 | 16 | 183 | 152 | 185 | 895 | 1044 | 975 |
| Gr. 7-9 | 9 | 16 | 6 | 89 | 78 | 115 | 699 | 749 | 817 |
| Gr. 10-12 | 3 | 4 | 3 | 37 | 68 | 84 | 236 | 279 | 241 |
| Total | 61 | 66 | 62 | 473 | 471 | 557 | 2680 | 2889 | 2853 |

Source:
Department of Education, Culture and Employment, GNWT

Note:
Based on programs offered in the 1998-99 school year

## *All schools in the NWT will have Internet access by December 1999.*

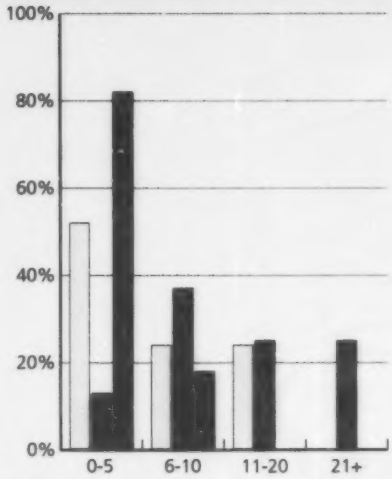
The Digital Communication Network (DCN) provides Internet connections for government offices, community learning centres and schools. Additionally, computers in libraries provide the public with Internet access in nine communities. Internet access increased substantially over the past two years, with all but two schools in the NWT having access in 1999. Moose Kerr School in Aklavik and the Territorial School in Kakisa are both in the process of being constructed or renovated and will be connected as soon as the buildings are operational.

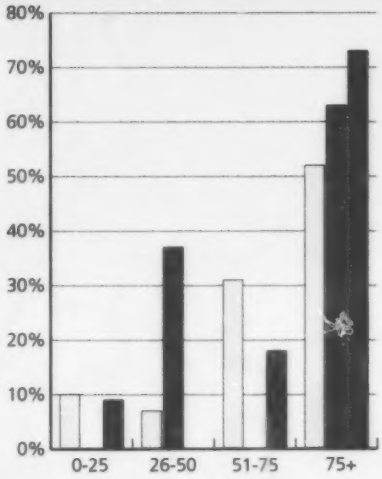
While computers have been in use in schools for a number of years, hardware and software have recently been upgraded in preparation for the DCN. A budget is now in place to support the regular purchase of computers. In general, the lower the ratio of students to working computers, the more opportunity teachers have to use those computers to support programs in the classrooms. Most (82%) schools in Yellowknife and about half (52%) of schools in communities reported a very low student to computer ratio ( 5:1). Students in these schools have an excellent chance of using computers regularly to enhance learning. It is notable that 25% of schools in regional centres reported that they have 21 or more students to a computer. It would be much more difficult to schedule use of computers into the daily learning experiences of these students.

When a computer is connected to the Internet the potential for its use in education increases substantially. Distance learning will support grade extensions and the delivery of college programs. Services, such as personal and career counselling, will be available to students, regardless of the size of their community or geographic location. Youth and adults will have electronic access to a wide range of courses, to lab facilities and to library and other resources. With the DCN now in place, the proportion of computers with Internet access is rapidly increasing in schools. Over half of all schools in the NWT reported having 75% or more computers connected to the Internet.

With the infrastructure now in place, the focus is moving towards realizing the potential of technology. Partnerships with southern jurisdictions that have successfully used distance education will enable resource sharing. In February 2000, a distance education pilot in Northern Studies is being launched in the Sahtu. Students in small communities will now be able to exchange ideas and participate in problem-solving strategies with their age-peers, just like students in larger high schools have always done. Technology will also lessen the professional isolation experienced by many northern teachers. Educators currently have electronic access to GNWT documents and other professional resources. But technology also allows educators to exchange ideas, access courses and participate in professional development activities.

As educators become more knowledgeable about computers they will be better prepared to help students use higher-level computer skills. However, while the number of computers in schools is increasing significantly, access in the community is still limited. Ways need to be found to increase public access to computers and to the Internet. Coordinated planning for access, maintenance and training needs to take place between communities and between various stakeholders within a community.




**Source:**
Department of Education, Culture and Employment, GNWT

**Note:**
Based on the number of working computers in schools.

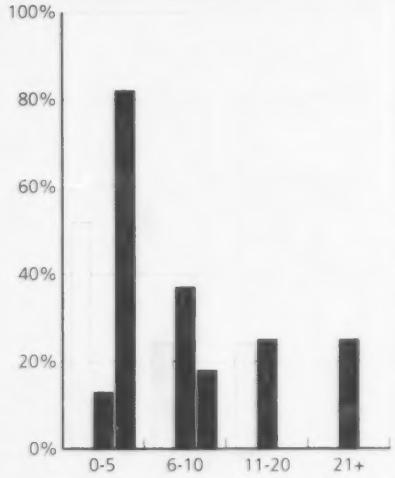
Communities
Regional Centres
Yellowknife

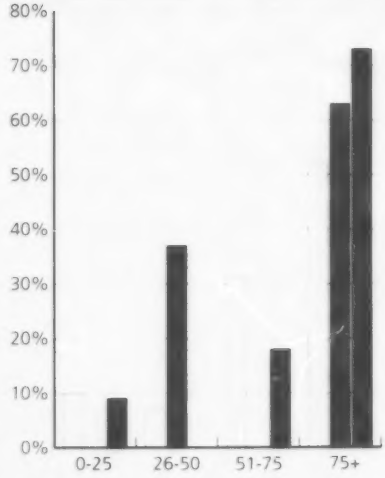
**Ratio of Students to Computers**

| | 0-5 | 6-10 | 11-20 | 21+ |
|---|---|---|---|---|
| [illegible] | 52% | 24% | 24% | |
| Regional Centres | 13% | 37% | 25% | 25% |
| [illegible] | 82% | 18% | | |

**Computers with Internet Connections**

| | 0-25 | 26-50 | 51-75 | 75+ |
|---|---|---|---|---|
| [illegible] | 10% | 7% | 31% | 52% |
| Regional Centres | | 37% | | 63% |
| [illegible] | 9% | | 18% | 73% |




Source:
Department of Education, Culture and Employment, GNWT

Note:
Based on the number of working computers in schools.

Communities
Regional Centres
Yellowknife

**Ratio of Students to Computers**

| | 0-5 | 6-10 | 11-20 | 21+ |
|---|---|---|---|---|
| Communities | 52% | 24% | 24% | |
| Regional Centres | 13% | 37% | 25% | 25% |
| Yellowknife | 82% | 18% | | |

**Computers with Internet Connections**

| | 0-25 | 26-50 | 51-75 | 75+ |
|---|---|---|---|---|
| Communities | 10% | 7% | 31% | 52% |
| Regional Centres | | 37% | | 63% |
| Yellowknife | 9% | | 18% | 73% |

# 20 Senior Secondary Schooling – Access to Home Communities

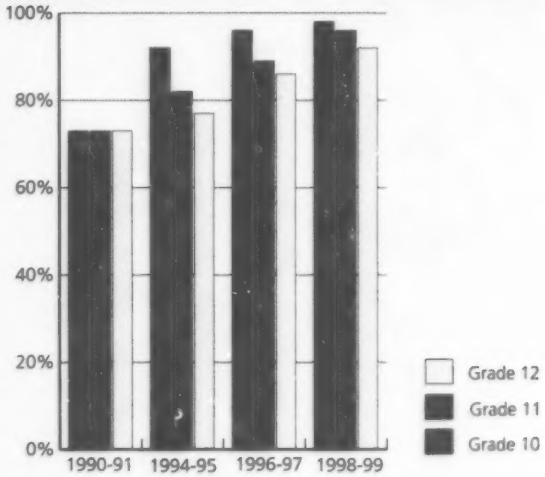
***Ninety-two percent of NWT students have access to all senior secondary grades in their home community.***

In 1989, the Department developed guidelines for implementing grade extensions in NWT communities. It was anticipated that over half of the communities would offer Grade 12, providing 85% of students with the opportunity to graduate from senior secondary school in their home community. Implementation began at Grade 10, with consecutive grades introduced in following years. In 1993, Cabinet approved the Senior Secondary Policy to allow even more communities to access small schools funding for grade extensions. This change in legislation, combined with continual expansion of grade extensions, resulted in the opportunity for 98% of NWT students to access Grade 10 in their home community, 96% to access Grade 11 and 92% to access Grade 12.

By 1999, 26 communities were providing some senior secondary courses. The vast majority (92%) of students had access to Kindergarten through Grade 12 in their home community, compared to 73% a decade ago. For the 1999-2000 school year, the only community planning to implement a grade extension is Wha Ti, which will introduce Grade 11. Six communities have not implemented grade extensions and are not planning to at this time. Two of these communities are close to an existing large high school and their students are bussed daily. Four communities, including three that have an insufficient number of students and one that lacks classroom space, will continue to send their students to regional centres to complete high school.

Implementation of grade extensions in the NWT is virtually complete, and attention is shifting to the successes and challenges of small high schools. Some small communities have successfully chosen to implement grade extensions for a very few students. One such example is Kakisa where there are two students in Grade 12 and one teaching position in the community. The Divisional Education Council, the Band Council and the College jointly funded an additional half-time position to support the high school program and to provide college programs for adults in the community. The adult learning centre provided space for the program.

Communities will continue to search for creative solutions to the challenges of providing high school programs in small schools. Communities will recruit teachers with a range of teaching abilities, and new partnerships will be formed with outside agencies to support youth and adults in the community to access a range of programs and to develop knowledge and skills in specialty areas. Computer technology and distance education have tremendous potential to support senior secondary programs. As distance education and other partnerships become more established, communities will realize the full capacity for small schools to offer quality programs to students with a range of interests and goals.

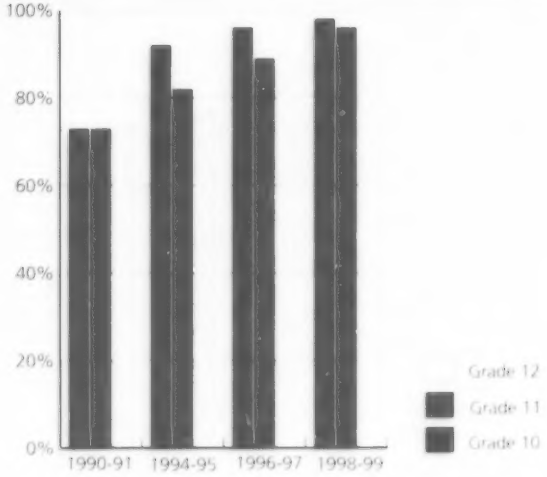



**Source:**
Department of Education, Culture and Employment, GNWT
Board Senior Secondary Plans

**Note:**
Access is based on the number of students who can attend senior secondary grades in their home community as a percent of the total number of students enrolled in Kindergarten through Grade 12.

**Percent of Students Having Access to Senior Secondary Schooling in Home Community**

| | 1990-91 | | | 1994-95 | | | 1996-97 | | | 1998-99 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gr. 10 | Gr. 11 | Gr. 12 | Gr. 10 | Gr. 11 | Gr. 12 | Gr. 10 | Gr. 11 | Gr. 12 | Gr. 10 | Gr. 11 | Gr. 12 |
| NWT Total | 73% | 73% | 73% | 92% | 82% | 77% | 96% | 89% | 86% | 98% | 95% | 92% |




Source:
Department of Education, Culture and Employment, GNWT
Board Senior Secondary Plans

Note:
Access is based on the number of students who can attend senior secondary grades in their home community as a percent of the total number of students enrolled in Kindergarten through Grade 12



**Percent of Students Having Access to Senior Secondary Schooling in Home Community**

| | 1990-91 | | | 1994-95 | | | 1996-97 | | | 1998-99 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gr. 10 | Gr. 11 | Gr. 12 | Gr. 10 | Gr. 11 | Gr. 12 | Gr. 10 | Gr. 11 | Gr. 12 | Gr. 10 | Gr. 11 | Gr. 12 |
| **NWT Total** | 73% | 73% | 73% | 92% | 82% | 77% | 96% | 89% | 86% | 98% | 96% | 92% |

## *Participation rates in senior secondary schooling are converging towards 80% across the NWT.*

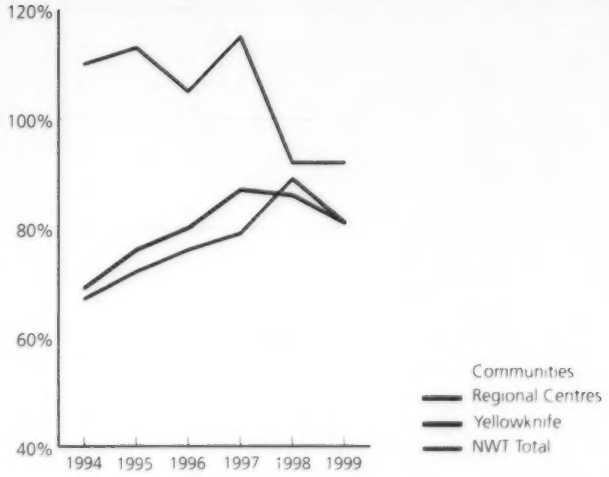
The trend for increasing numbers of students to stay in school after the mandatory age of 15 is continuing. The participation rate is based on the number of students aged 15 to 19 in senior secondary school as a percent of the population in that age group. Some of the 3,180 youth in this group have already graduated, but 80% or about 2,500 youth should still be in school. In 1999, the participation rate for the NWT was 81%. Participation by community type is converging towards 80%.

Communities have shown the most rapid increase in participation rates, from 43% in 1994 to a high of 79% in 1997. This reflects the impact of grade extensions on communities. The continual expansion of grade extensions has given younger students the opportunity to attend high school in their home community and consequently more students have stayed in school longer. At the same time, a significant number of youth and adults who had left school were now able to return and further their education. Once the majority of grade extensions were in place, younger students continued to progress through the system and attained higher levels of education. However, the number of mature students still needing to complete high school is limited and, once their demand had been met, those numbers diminished. This is reflected in the overall participation rate for communities, which slows and then decreases to 72% in 1999. This rate may stabilize or even decrease further in the next two years, as it becomes increasingly reflective of a younger population of high school students in communities, but over time the trend will progressively increase.

Regional centres reported a decreased participation rate from 115% in 1997 to 92% in 1998. Participation rates of over 100% from 1994 through 1997 reflected students from the communities attending regional high schools and resulted in high school enrolments that exceeded the total population of 15- to 19-year-olds in regional centres. The effect of grade extensions was to lower inflated participation rates in regional centres. The 1999 participation rate of 92% still includes a small number of students from communities, but overall is a better representation of the age group who are residents of Fort Smith, Hay River and Inuvik. Over the next five years, participation rates in regional centres are projected to remain stable, or possibly to show a moderate decrease.

Yellowknife has shown a fairly consistent increase in senior secondary participation. Participation rates rose from 67% in 1994 to 81% in 1999. Overall, students in Yellowknife tend to complete their senior secondary programming in three to four years.

It is expected that participation rates will stabilize at approximately 80% over the next few years. That rate will reflect a younger population completing their education in their home community and graduating within three to four years. With the majority of grade extensions in place, and participation rates coming in line with other parts of Canada, educators can now focus on supporting students to achieve high academic standards at the senior secondary level.



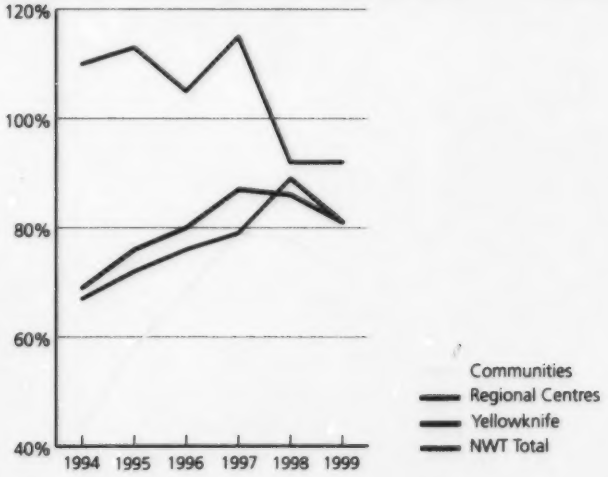

**Source:**
Student Records System, Department of Education, Culture and Employment, GNWT
Population Estimates provided by GNWT Bureau of Statistics

**Note:**
Based on the number of students aged 15 to 19 in Grades 10 to 12, as a percent of the population in this age group.



**Participation in Senior Secondary Schooling of Students Aged 15 to 19 Years**

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|
| Communities | 457 | 633 | 765 | 882 | 856 | 814 |
| | 43% | 58% | 68% | 79% | 78% | 72% |
| Regional Centres | 765 | 810 | 774 | 818 | 690 | 680 |
| | 110% | 113% | 105% | 115% | 92% | 92% |
| Yellowknife | 880 | 972 | 1046 | 1110 | 1176 | 1129 |
| | 67% | 72% | 76% | 79% | 89% | 81% |
| NWT Total | 2102 | 2415 | 2585 | 2810 | 2722 | 2623 |
| | 69% | 76% | 80% | 87% | 86% | 81% |




**Source:**
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Population Estimates provided by GNWT Bureau of Statistics

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**Participation in Senior Secondary Schooling of Students Aged 15 to 19 Years**

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|
| [illegible] | 457 | 633 | 765 | 882 | 856 | 814 |
| | 43% | 58% | 68% | 79% | 78% | 72% |
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| [illegible] | 2102 | 2415 | 2585 | 2810 | 2722 | 2623 |
| | 69% | 76% | 80% | 87% | 86% | 81% |

## *Teachers need support to meet the diversity of student needs.*

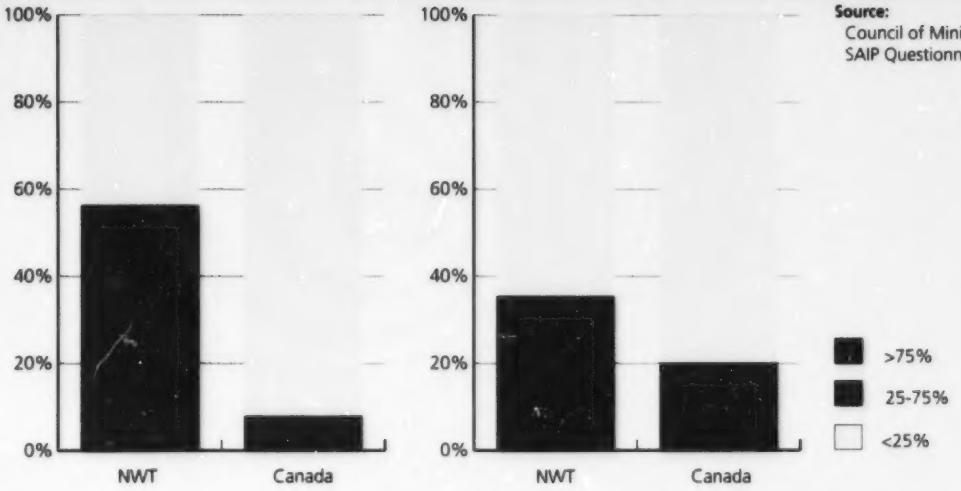
Inclusive schooling is mandatory within the Northwest Territories school system and ensures equal access for all students to educational programs offered in regular classroom settings. Many factors, some of which come from the community, the school or the home, impact on the range of student strengths and needs. The supports and strategies needed to respond to these conditions must also include family, community and, sometimes, other agencies. This indicator addresses two specific areas that affect individual student's readiness to learn.

All children are natural learners. They need healthy learning environments and caring adults to support their growth and development. Children have difficulty learning if they come to school tired, hungry, abused or affected by poverty. They may also have low self-esteem, be absent more frequently or experience more failure. Some children have learning difficulties, developmental delays or disabilities that need different approaches or specialized support services to help them learn. Sometimes these are a result of conditions that could be avoided, such as fetal alcohol syndrome or effect. Generally, when the needs of children who may be "at risk" are identified and responded to in the early years, these children need less additional support and experience more success in school.

School administrators were asked, "Approximately what percent of students in your school would you ESTIMATE have health or nutrition problems that inhibit learning?" Fifty-six percent of administrators in the NWT reported that health and nutrition problems had a significant impact on one-quarter or more of the students in their school, compared to 8% for Canada overall. Children in schools are a reflection of the families in which they are raised and the communities in which they live. If families and communities are healthy, children are more likely to be healthy. Integrating services and service delivery, as well as building partnerships between a broad range of organizations, enhances the development of healthy families and communities.

Thirty-five percent of NWT administrators reported that at least one in four students in their school had a first language other than the language of the school, compared to 20% for Canada. While the language of instruction in schools is English, 62% of students are of Aboriginal origin and many speak an Aboriginal language in addition to English. Culture shapes and forms what people learn and how they understand it. Language lets them interpret information and experiences and apply them. Language and culture are therefore the foundations for all learning. When Aboriginal languages and cultures are an integral part of the school system, Aboriginal students develop greater pride in themselves and their heritage. Educators need to be supported in developing a better understanding of the role of language and culture in the success of students in school programs.

For many students, the learning problems they are experiencing are a reflection of their readiness to learn. Their problems may be associated with disruptive behaviour and have the potential for interfering with the learning of others. Most students, at some time during their schooling, need supports such as counselling or program modification. Fewer students have difficulties that require specialized services such as hearing or speech and language therapy. Teachers need support to meet the diversity of student needs.




**Source:**
Council of Ministers of Education, Canada, SAIP Questionnaires

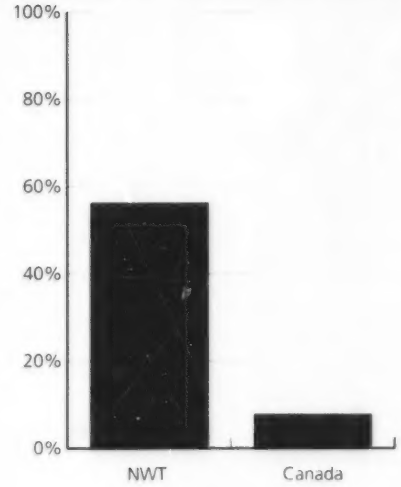
**Approximately what Percentage of Students in Your School would you ESTIMATE Have Health or Nutrition Problems that Inhibit Learning?**

| | Less than 25% of students | From 25% to 75% of students | More than 75% of students |
|---|---|---|---|
| **Percent of principals in NWT who reported:** | **43.8%** | **50.0%** | **6.2%** |
| Percent of Canadian principals who reported: | 92.2% | 7.6% | 0.2% |

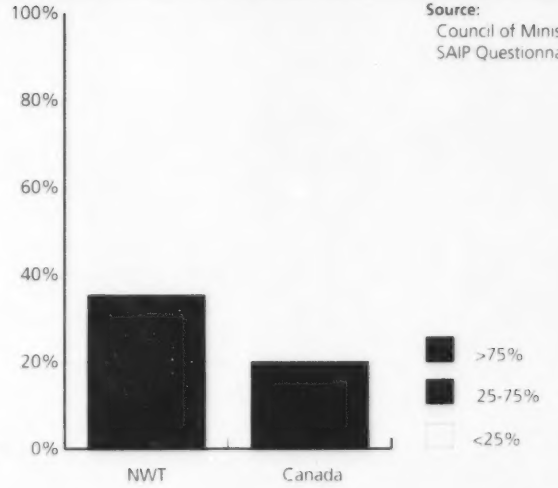
**Approximately what Percentage of Students in Your School would you ESTIMATE Have a First Language Other than the Language of the School?**

| | Less than 25% of students | From 25% to 75% of students | More than 75% of students |
|---|---|---|---|
| **Percent of principals in NWT who reported:** | **64.7%** | **17.7%** | **17.6%** |
| Percent of Canadian principals who reported: | 80.0% | 16.0% | 4.0% |

Have Health or Nutrition Problems that Inhibit Learning?




Have a First Language Other than the Language of the School ?

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| | Less than 25% of students | From 25% to 75% of students | More than 75% of students |
|---|---|---|---|
| Percent of principals in NWT who reported: | 43.8% | 50.0% | 6.2% |
| Percent of Canadian principals who reported: | 92.2% | 7.6% | 0.2% |

**Approximately what Percentage of Students in Your School would you ESTIMATE Have a First Language Other than the Language of the School?**

| | Less than 25% of students | From 25% to 75% of students | More than 75% of students |
|---|---|---|---|
| Percent of principals in NWT who reported: | 64.7% | 17.7% | 17.6% |
| Percent of Canadian principals who reported: | 80.0% | 16.0% | 4.0% |

***Involvement of parents and community is an important factor in the success of programs.***

Child care services have been making an important contribution to child development and family life for over a decade. Initially, the program emphasized child care as a support to parents to access education or employment. More recently, early childhood programs and services integrate child care, early childhood education and parenting programs. A comprehensive early childhood learning system consists of all licensed programs and services located in a school, a centre or someone's home. The involvement of parents and community in these programs is an important factor in their success.

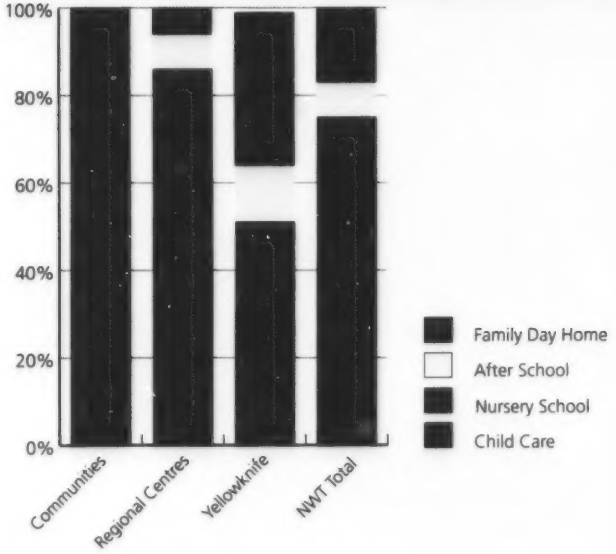
Licensing ensures that facilities meet certain criteria pertaining to safety, child-to-adult ratios and staff training. Licensed child care facilities normally offer a program that serves to stimulate children's readiness to learn. Three regional coordinators are responsible for licensing and supervising program development for day care spaces. The role of these coordinators has recently expanded to emphasize providing appropriate programs and services to children and their families. These include nutrition programs, family literacy and specialized services such as speech and language therapy and parenting workshops. An integrated approach is taken to deliver the various programs and services.

Over the past three years, the GNWT and the federal government have significantly increased the level of funding to support early childhood development programs such as the Aboriginal Headstart Program and the Healthy Children Initiative (HCI). Although it will take years to realize the long-term benefits of these increases, there is increasing community awareness of the importance of early childhood programs. Parents and teachers alike already observe an improvement in the socialization and academic performance of children in the early grades. The Department will continue to track data in order to assess the benefits over a ten-year period.

Half (51%) of the licensed spaces in communities are in nursery schools, reflecting a growing support for early learning programs. The remaining 49% of licensed spaces are for child care. While extended family members often provide babysitting services for older children, they are less open to taking infants. The greatest need in communities is for the care of infants, however, this service is the most expensive to provide. When parents need an occasional babysitter for their very young children they are more likely to use an informal, unlicensed caregiver.

Many young families live in regional centres and in Yellowknife, and often both parents work. These families are more transient, and fewer have relatives living close by to help with child care. As a result, there is a much greater need for a variety of child care programs, from infants to older children who need to be cared for after school. This distribution is most apparent in Yellowknife, where half of the spaces are for school-aged children. In regional centres and in Yellowknife, most licensed early childhood facilities have a waiting list.

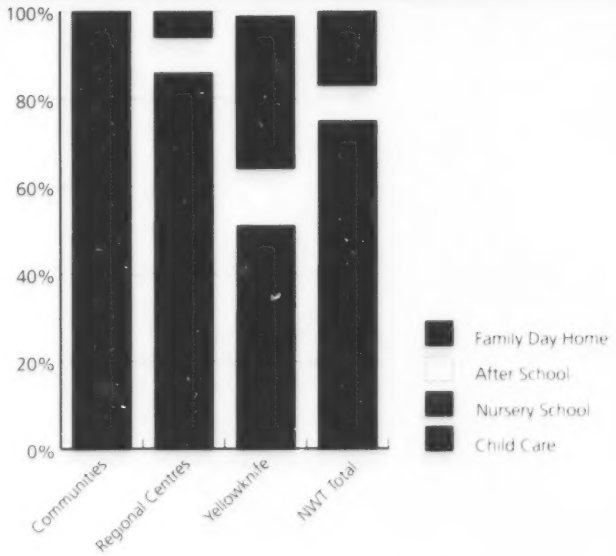
Not every community in the NWT has a pre-school or early childhood program, and some programs do not adequately meet the needs of that community. Given the acknowledged benefits of these programs, it is important that all children have access to an appropriate pre-school program. Parents should be involved in programs in a variety of ways, but particularly in making decisions about the programs. Given the role parents play in the success of a child's education, if the requirement for parental involvement were to carry on into the school years, it could result in many positive changes.




**Source:**
Department of Education, Culture and Employment, GNWT

**Number of Licensed Spaces by Type of Program**

| | Child Care | Nursery School | After School | Family Day Home | Total |
|---|---|---|---|---|---|
| **Communities** | **183** | **187** | | | **370** |
| | 49% | 51% | | | 32% |
| **Regional Centres** | **134** | **88** | **20** | **16** | **258** |
| | 52% | 34% | 8% | 6% | 22% |
| **Yellowknife** | **163** | **107** | **70** | **184** | **524** |
| | 31% | 20% | 13% | 35% | 45% |
| **NWT Total** | **480** | **382** | **90** | **200** | **1152** |
| | 42% | 33% | 8% | 17% | |

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Department of Education, Culture and Employment, GNWT



**Number of Licensed Spaces by Type of Program**

| | Child Care | Nursery School | After School | Family Day Home | Total |
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| Communities | 183 | 187 | | | 370 |
| | 49% | 51% | | | 32% |
| Regional Centres | 134 | 88 | 20 | 16 | 258 |
| | 52% | 34% | 8% | 6% | 22% |
| Yellowknife | 163 | 107 | 70 | 184 | 524 |
| | 31% | 20% | 13% | 35% | 45% |
| NWT Total | 480 | 382 | 90 | 200 | 1152 |
| | 42% | 33% | 8% | 17% | |

## *NWT students participated in the 1998 School Achievement Indicators Program: Reading and Writing.*

The School Achievement Indicators Program (SAIP) is a national testing program sponsored by the Council of Ministers of Education, Canada (CMEC). The goal of SAIP is to answer the question, "How well are Canadian students doing in the core subjects of reading, writing, mathematics and science?" One cycle of testing has been completed. The second cycle began with mathematics in 1997, followed by reading and writing in 1998. At the time of this report, students in the NWT have participated in the science assessment in 1999. Results will be released early in the year 2000.

In April and May 1998, the SAIP reading and writing assessments were administered to a random sample of students drawn from all jurisdictions. Students were randomly assigned to either the reading or the writing assessment. In order to gain reliable data for a small student population, all eligible 13- and 16-year-olds in the NWT were selected to participate in both the reading and writing components of the assessment. Approximately 46,000 students made up the total Canadian sample, including 24,000 13-year-olds and 22,000 16-year-olds.

For reading, the national expectation in this cycle was that 75% of all 13-year-olds should attain Level 2 or above. They can interpret, evaluate and explore surface and directly implied meanings from straight forward texts and some more complex texts. The expectation for 16-year-olds was that 72% should attain Level 3 or above, showing the skills to interpret, evaluate and explore complex meanings in both complex and some sophisticated texts.

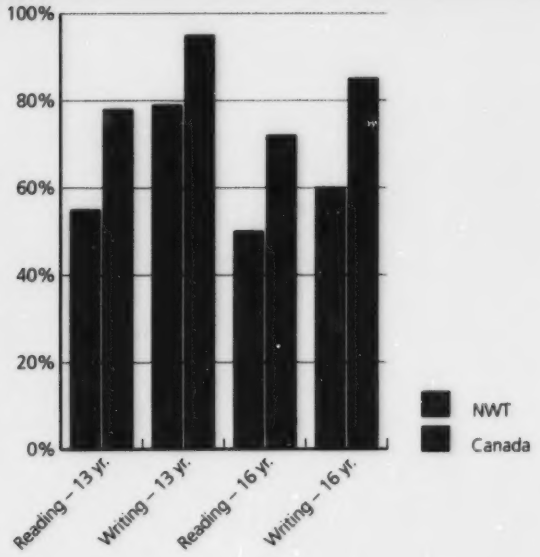
The national expectation for writing was that 80% of 13-year-olds should attain Level 2 or above, demonstrating that they now have a grasp of the elements of writing, even if it is uneven or uncertain. For 16-year-olds the expectation was that 75% should attain Level 3 or above, having at least a general control of the elements of writing.

In general, the performance of both 13- and 16-year-old Canadian students falls within the expected range for reading. For Canada, 78% of 13-year-olds and 72% of 16-year-olds attained at or above the acceptable level for their age. In the NWT, students achieved below the expected levels in 1998. Fifty-five percent of 13-year-olds attained at or above Level 2, and 50% of 16-year-olds achieved at or above Level 3.

For writing, student performance in Canada matches the expectations for both age groups, while NWT students achieved below the expected level. In the writing assessment, 79% of NWT 13-year-olds, as compared to 95% for Canada, performed at or above the acceptable level. For 16-year-olds, 60% of NWT students, as compared to 85% for Canada, performed at or above the acceptable level.

Several factors may have contributed to the lower performance for NWT students on these assessments. A higher proportion of NWT students is below the expected grade level for their age. They may not have had as much exposure to all the concepts assessed if the assumption was that 13-year-olds were at a Grade 8 level and 16-year-olds were at a Grade 11 level. English language skills necessary to interpret, evaluate and explore text, or to control the elements of writing, may be weaker among those NWT students who have English as a second language or dialect.

It is anticipated that the Western Canadian Protocol for English Language Arts will contribute to greater consistency for students and result in improved learning for students.

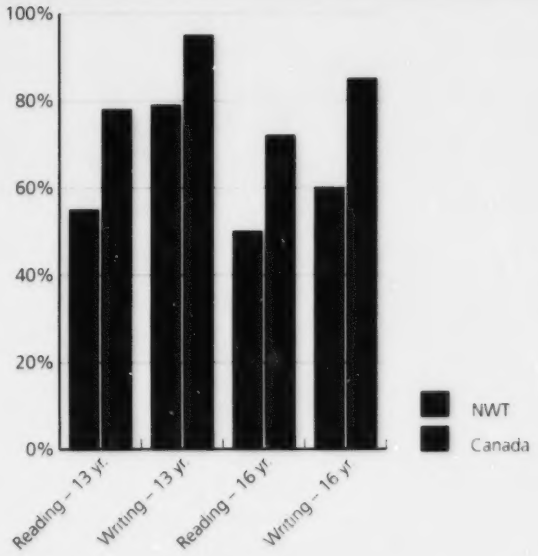



**Source:**
*School Achievement Indicators Program (SAIP) Reading and Writing,* Council of Ministers of Education, Canada, 1998

**Note:**
NWT results show west only. This is different from the National Report which includes Nunavut.

**Percent Students Performing at or Above Acceptable Level**

| | NWT | Canada |
|---|---|---|
| Reading – 13-year-olds | 55% | 78% |
| Writing – 13-year-olds | 79% | 95% |
| Reading – 16-year-olds | 50% | 72% |
| Writing – 16-year-olds | 60% | 85% |




**Source:**
*School Achievement Indicators Program (SAIP) Reading and Writing*, Council of Ministers of Education, Canada, 1998

**Note:**
NWT results show west only. This is different from the National Report which includes Nunavut.

**Percent Students Performing at or Above Acceptable Level**

| | NWT | Canada |
|---|---|---|
| **Reading – 13-year-olds** | **55%** | **78%** |
| Writing – 13-year-olds | 79% | 95% |
| **Reading – 16-year-olds** | **50%** | **72%** |
| Writing – 16-year-olds | 60% | 85% |

## *Course sequences are designed to meet a variety of student needs and career aspirations.*

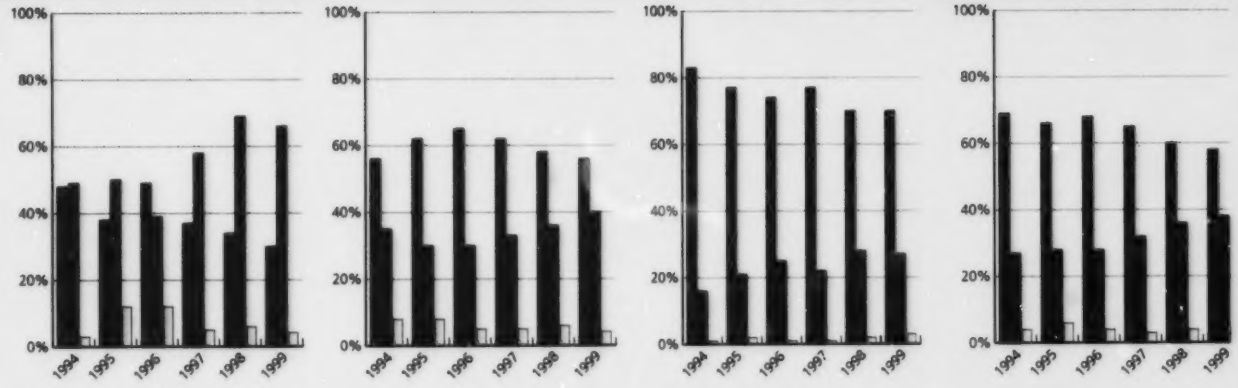
In senior secondary English, course sequences have been developed to meet a variety of student needs and career aspirations. English 10-20-30 is designed primarily for students planning to enter universities, colleges and technical schools. English 13-23-33 is appropriate for students planning to attend colleges, technical schools and trade schools, or to enter directly into employment. English 16-26-36 does not meet graduation requirements, but rather prepares students for entry into the 13-23-33 sequence or the workforce. The basis for this indicator is English, since this has consistently been a graduation requirement. The trends reported here are also indicative of what sequences students are completing in other courses.

Overall, the proportion of students completing courses in the English 10-20-30 sequence is decreasing, while the proportion completing 13-23-33 courses is increasing. The proportion of students taking 16-26-36 courses remains unchanged (4%) and is similar by community type. Currently 58% of students are completing 10-20-30 courses in English, which reflects the 66% of students who said they intend to go to university or college. The remaining 38% are completing 13-23-33 and are representative of 22% of students who said that they intend to attend a technical or trade school, and 12% who said they don't know, but may be keeping their options open.

In 1994, equal proportions of students in community high schools were enrolled in the 10-20-30 and the 13-23-33 sequences. Since then, a steady decrease in the percentage completing the English 10-20-30 sequence is offset by an increase in the 13-23-33 sequence. One-third of students (30%) are currently completing English 10-20-30, whereas two-thirds (66%) are completing English 13-23-33. This could be an indication that fewer students from communities are intending to attend university or college after completing Grade 12. It could also mean that some communities are addressing the challenge of delivering high school courses to a few students per grade by offering only the 13-23-33 sequence.

In the regional centres and in Yellowknife, there is a convergence in the proportion of students taking English 10-20-30 and 13-23-33. In regional centres the proportion of students completing 10-20-30 courses is only slightly higher (56%), compared to 40% completing 13-23-33. The difference is greater in Yellowknife, with about 70% of students completing 10-20-30 and 27% completing 13-23-33. However, if the trend from 1994 to 1999 continues, Yellowknife will resemble regional centres in the next few years. Schools in Yellowknife and the regional centres are larger than community high schools and are generally able to offer a more extensive range of courses.

Students need support to make the best choices as they progress through senior secondary school. Course selection should be based on individual interests, abilities and plans for further education and employment. Parents and counsellors play a critical role in discussing goals, exploring different pathways and determining entry requirements for each path. Career and Program Planning (CPP) helps students set goals and select appropriate courses. Technology and distance education have the potential for helping small schools meet the challenge of delivering the range of courses students need to achieve their goals.



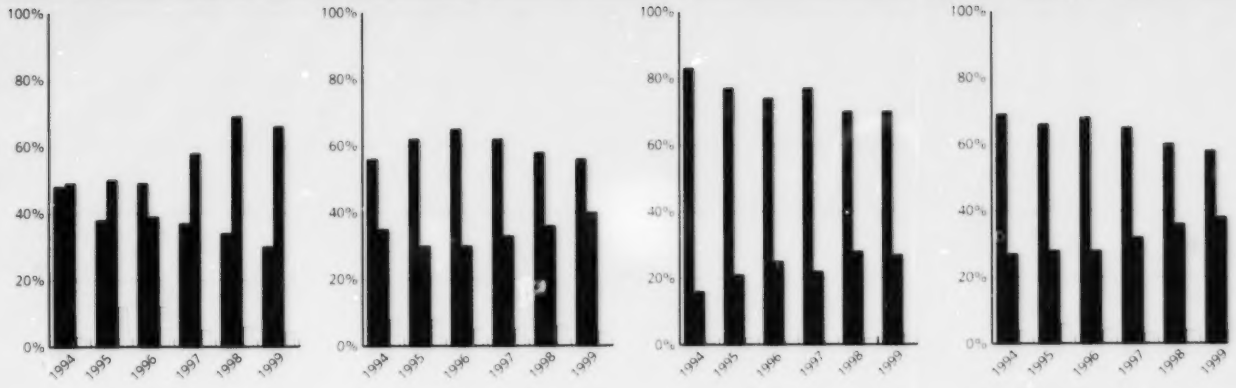

**Students Who Completed English Courses**

| | Communities | | | | | | Regional Centres | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
| [illegible] | 70 | [illegible] | 69 | 93 | 74 | 71 | 219 | 208 | 191 | 174 | 155 | 158 |
| 13-23-33 | 71 | 77 | 70 | 147 | 130 | 156 | 140 | 100 | 84 | 92 | 95 | 111 |
| [illegible] | 5 | 18 | 22 | 12 | 12 | 10 | 33 | 29 | 16 | 13 | 15 | 12 |
| Total | 146 | 154 | 181 | 252 | 216 | 237 | 392 | 338 | 291 | 279 | 265 | 281 |

| | Yellowknife | | | | | | NWT Totals | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
| [illegible] | 468 | 437 | 458 | 482 | 443 | 437 | 782 | 704 | 738 | 749 | 672 | 686 |
| 13-23-33 | 98 | 118 | 157 | 135 | 178 | 169 | 309 | 295 | 311 | 374 | 403 | 436 |
| [illegible] | 6 | 12 | 5 | 5 | 13 | 20 | 44 | 60 | 43 | 30 | 40 | 42 |
| Total | 597 | 567 | 620 | 622 | 634 | 626 | 1135 | 1059 | 1092 | 1153 | 1115 | 1144 |

**Source:**
Student Records System, Department of Education, Culture and Employment, GNWT

**Note:**
A very small number of students complete more than one English course a year in different sequences. These students are counted once, in the higher sequence.




**Students Who Completed English Courses**

**Communities**

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|
| **10-20-30** | **70** | **58** | **89** | **93** | **74** | **71** |
| 13-23-33 | 71 | 77 | 70 | 147 | 130 | 156 |
| **16-26-36** | **5** | **19** | **22** | **12** | **12** | **10** |
| Total | 146 | 154 | 181 | 252 | 216 | 237 |

**Regional Centres**

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|
| **10-20-30** | **219** | **209** | **191** | **174** | **155** | **158** |
| 13-23-33 | 140 | 100 | 84 | 92 | 95 | 111 |
| **16-26-36** | **33** | **29** | **16** | **13** | **15** | **12** |
| Total | 392 | 338 | 291 | 279 | 265 | 281 |

**Yellowknife**

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|
| **10-20-30** | **493** | **437** | **458** | **482** | **443** | **437** |
| 13-23-33 | 98 | 118 | 157 | 135 | 178 | 169 |
| **16-26-36** | **6** | **12** | **5** | **5** | **13** | **20** |
| Total | 597 | 567 | 620 | 622 | 634 | 626 |

**NWT Totals**

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|
| **10-20-30** | **782** | **704** | **738** | **749** | **672** | **666** |
| 13-23-33 | 309 | 295 | 311 | 374 | 403 | 436 |
| **16-26-36** | **44** | **60** | **43** | **30** | **40** | **42** |
| Total | 1135 | 1059 | 1092 | 1153 | 1115 | 1144 |

**Source:**
Student Records System, Department of Education, Culture and Employment, GNWT

**Note:**
A very small number of students complete more than one English course a year in different sequences. These students are counted once, in the higher sequence.

# 26 Course Completion

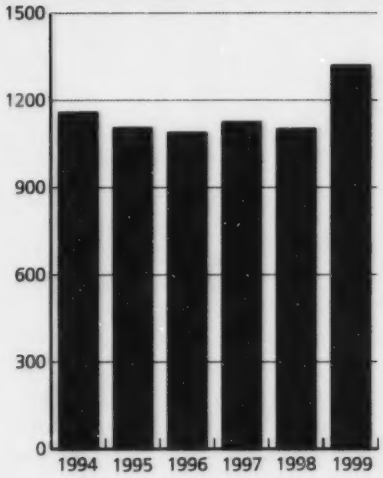
***The number of students who earned 20 or more credits in a year increased by 17% from 1997.***

In order to graduate from senior secondary school in the NWT students need to have earned 100 credits. The majority of students graduate with more than the required number of credits. In order to graduate in three years students need to earn the equivalent of 30 to 35 credits each year. For a variety of reasons some students take longer than three years to complete Grades 10 to 12. A majority of students complete four to five courses, or the equivalent of between 12 and 25 credits, a year. Others repeat courses in order to raise their marks or they may take additional courses. Some students move back and forth from school to employment and consequently carry reduced course loads per year.

This indicator reports on students who have earned credits through actual course completion. It does not report additional students who attained credits for courses waived or challenged. Students who were awarded credits in another jurisdiction may be able to receive credit for coursework earned outside of the NWT. Other students are able to challenge courses and receive credit for expertise and experiences gathered outside the classroom. Royal Conservatory music programs, mastery of an Aboriginal language and cadet training would permit students to challenge a course and earn credits for the skills they have acquired. Finally, students may apply to have courses waived based upon the grade level at which they entered secondary school in the NWT and/or their status as mature students.

From 1997 to 1999, the total number of students in the NWT who earned 20 or more senior secondary credits in a year increased by 17%, compared to 11% growth in student enrolments for Grades 10 to 12. This increase was most significant in the communities where numbers of students attaining 20 or more credits increased 70% over the two-year period, compared to a 26% increase in high school enrolments. In regional centres there was an 11% increase in the number of students earning 20 or more credits, while enrolment figures remained fixed. Course completion has been fairly constant in Yellowknife, while enrolment has increased by 7%.

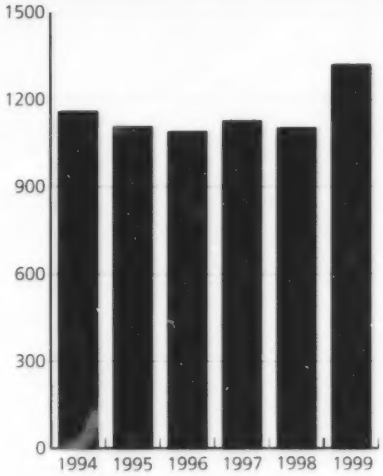
As projected in 1997, the increase in numbers of students participating in senior secondary schooling is being reflected in both higher numbers of students and in a greater proportion of students enrolled who are earning 20 or more credits a year. It is anticipated that this trend will continue and will in turn result in higher graduation rates. It is notable that while communities with grade extensions are facing significant challenges, they are also experiencing the most significant growth in student outcomes. Opportunities for students to complete their schooling in their home community, and access to a wider variety of courses, will continue to have a positive impact on student achievement and lead to increased post-secondary and employment opportunities.




**Source:**
Student Records System, Department of Education, Culture and Employment, GNWT

**Students Awarded 20 or More Senior Secondary Credits in the School Year**

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|
| [illegible] | 142 | 175 | 205 | 233 | 238 | 398 |
| Regional Centres | 392 | 345 | 293 | 278 | 261 | 309 |
| [illegible] | 625 | 587 | 592 | 616 | 604 | 614 |
| NWT Total | 1160 | 1107 | 1090 | 1127 | 1103 | 1321 |

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| Communities | 142 | 175 | 205 | 233 | 238 | 398 |
| Regional Centres | 392 | 345 | 293 | 278 | 261 | 309 |
| Yellowknife | 626 | 587 | 592 | 616 | 604 | 614 |
| NWT Total | 1160 | 1107 | 1090 | 1127 | 1103 | 1321 |

## *Parents play an important role as supportive advocates for their child's education.*

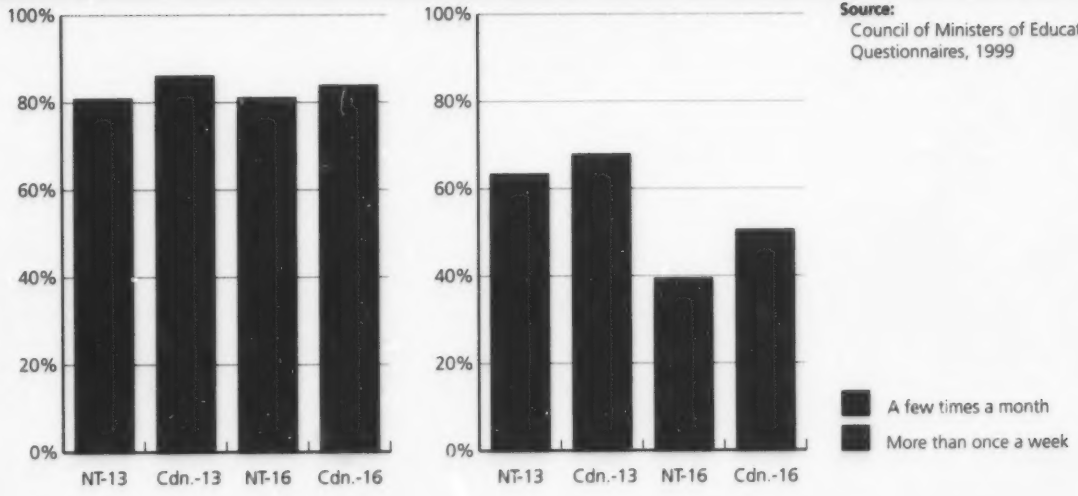
It is well documented that when parents support their children to learn, student achievement improves significantly. Parents play an important role as supportive advocates for their child's education. This means that parents are actively engaged in their child's education and are supportive by showing an interest in what the child is learning. Parents encourage the child in their own growth and development and, where possible, monitor and tutor the child with their homework. In general, 13- and 16-year-old students in the NWT and across Canada perceive that their parents take an interest in their education.

Children need their parents' support on a day-to-day basis. One way parents can show an interest in their children's education is by talking to them regularly about their school work. Parents can ask about what their children did in school that day, what they are studying in a particular subject, or whether they have much homework. Parents can also encourage their children to talk about things they've done that they feel proud of, or about work that is troubling them. When asked how often they and their parents discuss their school work, about half of NWT 13- and 16-year-olds said more than once a week, and another 30% said a few times a month. Responses of NWT students were similar to those of 13- and 16-year-olds across Canada.

Another way for parents to support their children to do well in school is to work together on their homework. Working on homework also represents a wide range of possible support and involvement. Parents might simply monitor that their children are bringing assignments home, completing the work and meeting timelines. Some parents might help their children gather resources, set goals, tutor children when they encounter difficulties and monitor the quality of the work. When asked how often they and their parents work together on homework, about 30% of 13-year-olds said more than once a week, compared to 13% of 16-year-olds. At higher grades, course content becomes more challenging, and assignments become more complex, sometimes making it more difficult for parents to help. Responses of NWT students were similar to those of 13- and 16-year-olds across Canada.

At home, 13- and 16-year-old students perceive that their parents take an interest in both their school work and their homework. In addition, children also need to see their parents and the school interact successfully on a more formal basis. However, principals in the NWT reported a different perception about parental support. Almost 50% of NWT principals, compared to 15% of principals for Canada overall, reported that a lack of parental support limits their school's ability to provide instruction "a lot". It is critical for schools to find ways of reaching out to parents to encourage them to become involved. At the same time, parents must recognize their responsibility too. The development of community schooling will develop links between the school and the community.

Overall, the child who is encouraged and supported at home has a higher success rate of completing secondary school and going on to post-secondary studies. The communities benefit because the student who graduates and attends post-secondary education may eventually return to work in his or her hometown, and is almost always a role model for other young people.



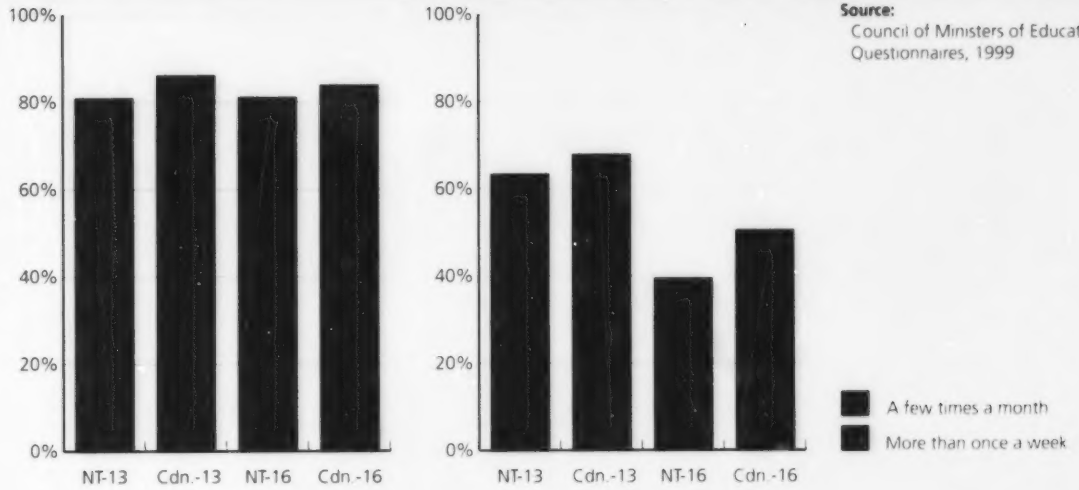

**Source:**
Council of Ministers of Education, SAIP Science Questionnaires, 1999

**How Often Do You and Your Parent(s) or Guardian(s) Discuss Your School Work?**

| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
|---|---|---|---|---|
| **A few times a month** | **28.8%** | **29.2%** | **34.3%** | **32.1%** |
| More than once a week | 52.1% | 56.9% | 46.8% | 51.8% |

**How Often Do You and Your Parent(s) or Guardian(s) Work Together on Your Homework?**

| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
|---|---|---|---|---|
| **A few times a month** | **35.1%** | **35.7%** | **27.0%** | **30.0%** |
| More than once a week | 28.3% | 32.2% | 12.5% | 12.0% |

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| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
|---|---|---|---|---|
| A few times a month | 28.8% | 29.2% | 34.3% | 32.1% |
| More than once a week | 52.1% | 56.9% | 46.8% | 51.8% |

**How Often Do You and Your Parent(s) or Guardian(s) Work Together on Your Homework?**

| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
|---|---|---|---|---|
| A few times a month | 35.1% | 35.7% | 27.0% | 30.0% |
| More than once a week | 28.3% | 32.2% | 12.5% | 12.0% |

# 28 Student Attitudes

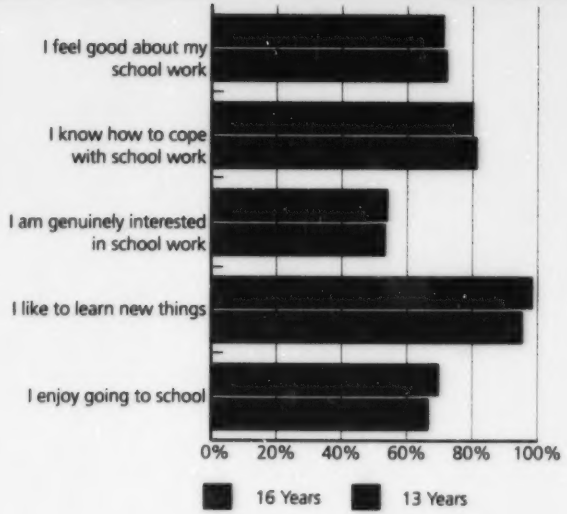
***Overall, NWT students have a positive attitude towards learning.***

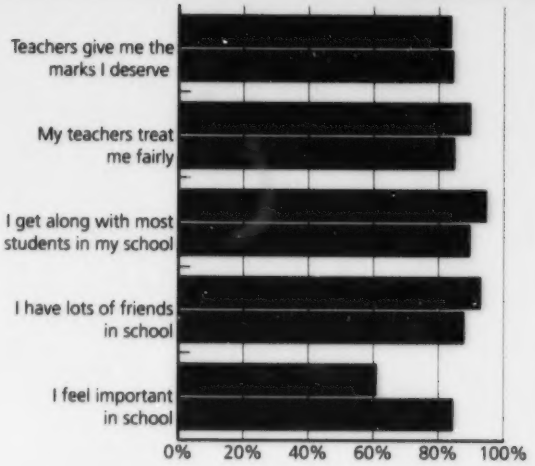
How students feel about learning and the relationships they have with their peers and their teachers has a strong influence on student achievement. This indicator reports students' attitudes towards learning and towards the relationships that they have with others at school. Overall, students in the NWT shared similar attitudes towards school with students in the rest of Canada.

The majority of NWT students have a positive attitude towards learning. Over 90% of 13- and 16-year-olds said that they like to learn new things. Approximately 80% of 13- and 16-year-olds also reported that they know how to cope with school work, and 70% of both age groups indicated that they feel good about their school work. Two-thirds of 13- and 16-year-olds said that they enjoy going to school. In contrast, only half (50%) responded that they were genuinely interested in school work. Educators in the NWT and across Canada continually face the challenge of making school an interesting place for youth to be. Students learn best when what they are learning is meaningful, relevant and useful to them. They have to be able to connect learning experiences from one subject to another, from the school to the community and from the past to the present. As well, all students have different strengths and aspirations and learning has to respond to these needs to be appropriate.

NWT students reported that they have positive relationships with their friends and teachers. About 90% reported that they have lots of friends in school and that they get along with most students. Over 80% think their teachers treat them fairly and give them the marks they deserve. Fewer students reported that they feel important in school, and 16-year-olds (60%) were slightly less likely to say that they feel important than 13-year-olds (66%). To feel important, students need to see that the adults in their lives care about them. Parents, as well as teachers, can help support students to stay in school and to do well. Students feel more valued when adults discuss their education with them and involve them in decision-making, both at home and at school. When the sharing of information between the school and the home is strengthened, students benefit.

Many young people need to be able to make links with the world beyond the school to understand the relationships between what they learn in school and the skills they will need in the future. To be effective, career development begins in the early years and gives students opportunities to explore their strengths and interests. Later, it lets young people explore options for the future through programs such as the Career and Technology Studies (CTS) program. CTS and other bridging programs further link the student to the community and to work. Beginning in Grade 9, all students develop a personal Career and Program Plan based on what they know about their interests, skills and options. They work on this plan with their parents, teachers and counsellors. Career development personalizes learning, making it relevant and meaningful to students. It also strengthens relationships between students and the significant adults in their lives, and makes them feel supported. When students enjoy positive relationships at school, and are genuinely interested in their school work, they will learn better.

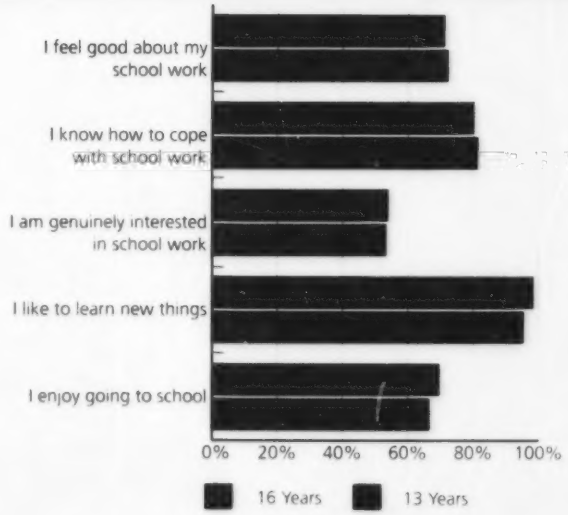


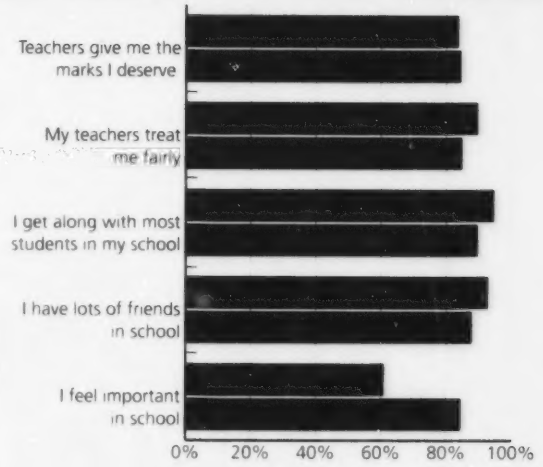




**Percent of Students who Said they Agree or Strongly Agree with the Following Statements about School:**

| Learning | | | Relationships | | |
|---|---|---|---|---|---|
| | 13 yr. | 16 yr. | | 13 yr. | 16 yr. |
| I enjoy going to school | 66.5% | 69.6% | I feel important in school | 66.1% | 60.8% |
| I like to learn new things | 95.3% | 98.4% | I have lots of friends in school | 92.4% | 92.8% |
| I am genuinely interested in school work | 53.2% | 53.9% | I get along with most students in my school | 89.5% | 94.6% |
| I know how to cope with school work | 81.2% | 79.9% | My teachers treat me fairly | 84.7% | 89.6% |
| I feel good about my school work | 72.0% | 71.0% | Teachers give me the marks I deserve | 84.3% | 83.6% |

**Source:**
Council of Ministers of Education, SAIP Science Questionnaires, 1999

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| Learning | 13 yr. | 16 yr. | Relationships | 13 yr. | 16 yr. |
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**Source:**
Council of Ministers of Education, SAIP Science Questionnaires, 1999

## *The majority of NWT students have plans to continue their education after high school.*

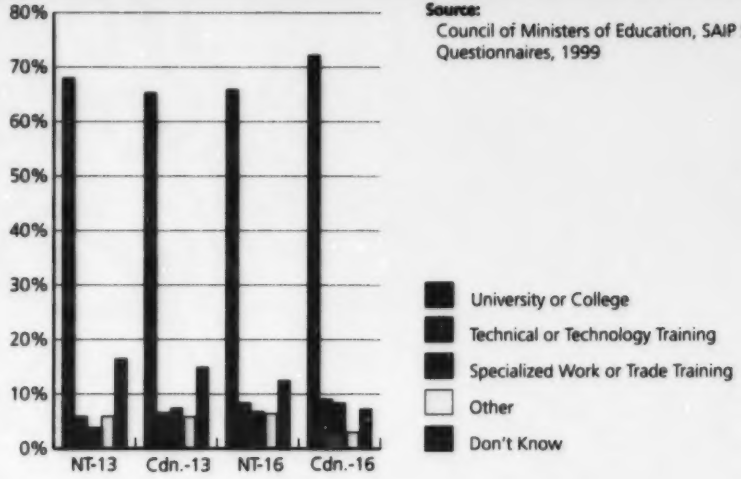
Approximately 95% of students aged 13 and 16 years in the NWT and across Canada said that they expect to continue their education after completing high school. In the NWT, almost 70% of students who plan to continue their education said that they expect to attend a university or a college. Fewer than 10% plan to attend a technical school and approximately the same proportion reported that they plan to take specialized work or trades training. A small percentage of NWT students (5%) have other plans after completing senior secondary school, including direct entry into the workforce. These proportions are similar to what was reported for the NWT in 1997, and compare to the rest of Canada in 1999.

These proportions also reflect the types of institutions attended by NWT students who received Student Financial Assistance (SFA) in 1999. That year, 83% of SFA recipients attended a university (32%) or college (51%). Of the remaining students, 7% were enrolled at a trades school and 10% attended a different kind of institution. Access to college and university courses through Aurora College enables many graduates to continue their post-secondary education in the NWT. It should be noted, however, that these proportions include recipients who did not complete high school and are enrolled in academic access programs or credit courses at the college that do not require a Grade 12 Diploma.

While student expectations for continuing their education reflect those of students across Canada, the demographics of our post-secondary students are different. In 1999, the average age of post-secondary students in the NWT was 29 years, compared to 26 years for Canada overall. Half of the students who accessed SFA in order to participate in post-secondary education were between the ages of 18 and 25, and many of these are students who began college or university within a year of graduating from Grade 12. The remaining 50% of SFA recipients range in age from 26 to 66 years of age. Northern students may not realize their expectations for post-secondary education immediately, but over the course of their life many take courses or training to upgrade their qualifications, and others take college or university courses later in life in order to qualify for a new career.

Many young people are simply unaware of their options or of the education they need for a particular job.

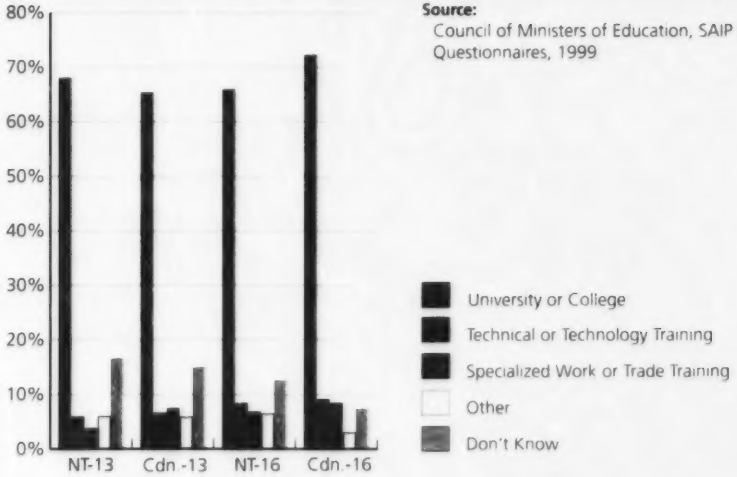
It is notable that 17% of 13-year-old students replied that they intended to continue their education after high school, but they didn't know what kind of institution they would be attending. The proportion for 16-year-olds who didn't know was slightly lower, at 13%. However, this proportion (13%) is still significantly higher than 7% for Canada overall. The majority of 13-year-olds are in Grade 8, and they have another year in school before they need to make choices about what secondary courses and course sequences they will take. Most 16-year-olds though are in Grade 11, and they have already completed almost two-thirds of their high school courses. It is important that parents, counsellors and teachers guide young people to make choices that will give them access to a range of programs and opportunities so that they are able to achieve their goals following graduation, and throughout their careers.




**Source:**
Council of Ministers of Education, SAIP Science Questionnaires, 1999

**Plans After Secondary School**

| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
|---|---|---|---|---|
| University or College | 68.0% | 65.30% | 65.9% | 72.2% |
| Technical or Technology Training | 5.9% | 6.60% | 8.4% | 9.1% |
| Specialized Work or Trade Training | 3.8% | 7.40% | 6.8% | 8.4% |
| Other | 5.9% | 5.80% | 6.4% | 3.0% |
| Don't Know | 16.5% | 14.90% | 12.5% | 7.3% |




**Source:**
Council of Ministers of Education, SAIP Science Questionnaires, 1999

**Plans After Secondary School**

| | NT-13 | Cdn.-13 | NT-16 | Cdn.-16 |
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| University or College | 68.0% | 65.30% | 65.9% | 72.2% |
| Technical or Technology Training | 5.9% | 6.60% | 8.4% | 9.1% |
| Specialized Work or Trade Training | 3.8% | 7.40% | 6.8% | 8.4% |
| Other | 5.9% | 5.80% | 6.4% | 3.0% |
| Don't Know | 16.5% | 14.90% | 12.5% | 7.3% |

***By 1998-99, the expected year of graduation for a group of 100 students born in 1980, 16 had graduated and 22 others were still in senior secondary school.***

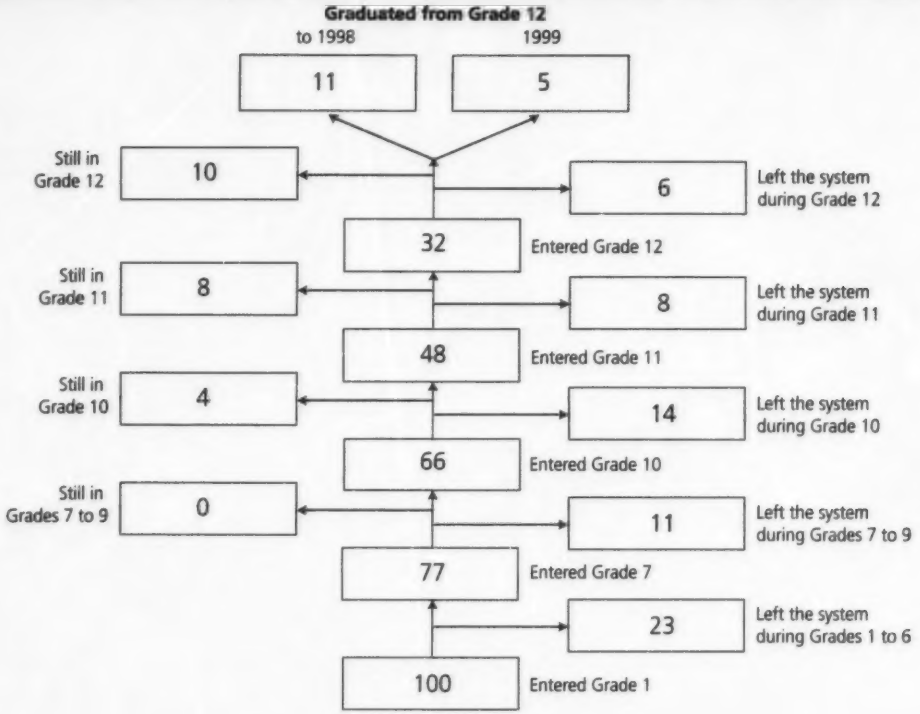
Tracking the progression of a group of students of the same age through the school system is one way of measuring both the proportion of students completing various levels of schooling and the attrition due to moves to other educational jurisdictions or school leavers. Students born in 1980, who entered the school system at Grade 1 in 1986, were followed to their expected date of graduation in the school years 1997-98 or 1998-99.

Of a group of 100 students born in 1980 who entered Grade 1 in 1986, 77 progressed through primary and elementary school (Grades 1 to 6) and entered Grade 7. Twenty-three students either moved to another educational jurisdiction or left the school system before they reached Grade 7. Eleven of the 77 entering Grade 7 left the system during Grades 7, 8 or 9, leaving 66 students to enter Grade 10. It is speculated that students who left the system before Grade 10 were probably non-Aboriginal students whose families tended to be more mobile, coming to the NWT as young families and leaving before their children entered the higher grades.

Of the 66 students who entered Grade 10, 16 (or 24%) graduated by the expected graduation years of 1998 or 1999 and an additional 22 (or 33%) remained in secondary school with the potential to complete their courses by taking more time and/or receiving extra support. If all of these students were to complete their course requirements, 38 of the original 100 would complete secondary school.

The attrition rate in the elementary and junior high school years, based on the above sample, averages 4% per year. The rate increases in the senior secondary grades. Twenty-eight or 42% of those entering Grade 10 left the system in Grades 10, 11 or 12. This attrition rate is similar to a study of students expected to graduate in 1996 or 1997. However, the situation is improved for those students who remained in the system. Of the 66 students entering Grade 10 in the current study, 32 progressed to Grade 12, compared to 26 in the 1997 study. In addition, 50% of those entering Grade 12 in the current study graduated by the expected date and 31% were still in school, compared to 35% of 26 students graduating in the previous study, and 46% still in school.

Grade extensions in communities, improved program support and the provision of other supports such as counselling and child care have contributed to an increased number of students entering and remaining in senior secondary school to achieve higher levels of education.




**Source:**
Student Records System, Department of Education, Culture and Employment, GNWT

**Note:**
Based on 771 students (scaled to equal 100) born in 1980 who entered Grade 1 (first mandatory year of schooling) in 1986.

# 31 School Completion – Graduates and Graduation Rates

## *The NWT graduation rate is 41% for 1999.*

The number of graduates of the NWT system continued to rise from 201 in 1994 to 258 in 1999. Although there is some variation from year to year, the overall increase (28%) over six years has been significant. These figures include only those students graduating from secondary programs and do not include those young people who completed their Grade 12 through Adult Basic Education or grade equivalency. This represents an increase of 8% over two years. It should be noted that graduates for 1999 are as of September, whereas previous totals are through December. The final number of graduates for 1999 could be an additional 10% above the current figure reported, and will be adjusted in the 2001 report.

The graduation rate is calculated by dividing the number of graduates in a given year by the number of 18-year-olds in the total population. This rate has continued to rise from 33% in 1994 to 41% in 1999. The current rate is slightly more than half the national average of 72% (last available figure). Students in the NWT are achieving at higher levels than they have in the past, but there is still room for improvement.

It is anticipated that graduation rates will continue to rise. As students continue to gain better access to senior secondary programs, stay in school longer, and receive support from their school, home and community to pursue higher education and training, more students will complete their senior secondary program.

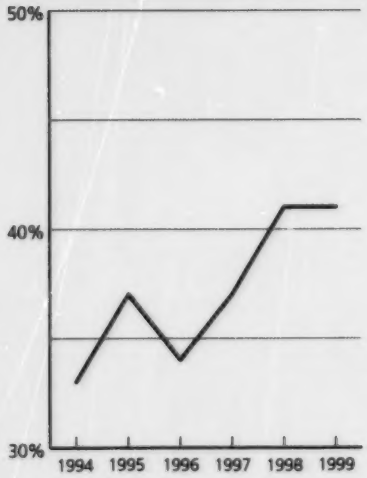
At the same time, there is a growing awareness that there are other indicators of successful school leaving, in addition to Grade 12 graduation. Students on Individual Education Plans, for example, are attaining their goals and many are going directly into employment or living more productive lives as a result of the skills they developed in school. Some students leave the NWT and successfully complete Grade 12 in another jurisdiction. Other students choose to leave school before graduating, but later complete high school through ABE or take other training that leads to gainful employment. Over the next ten years, the Department will track students who leave school before they graduate to determine what proportion of attrition in high school is due to migration. The Department will also assess what proportion of students who leave school during Grades 10 to 12 make productive choices within five years of leaving.

**Source:**
Student Records System, Department of Education, Culture and Employment, GNWT

**Note:**
1. Graduates adjusted for adjacent years.
2. 1999 graduates are as of September 1999. All other years are as of December 31.
3. Graduation rates are calculated by dividing the number of graduates by the number of 18-year-olds (one-fifth of the 15- to 19-year-old population).

**NWT Graduates and Graduation Rates**

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|
| Number of Graduates | 201 | 235 | 217 | 238 | 262 | 258 |
| Graduation Rate | 33% | 37% | 34% | 37% | 41% | 41% |




**Source:**
Student Records System, Department of Education, Culture and Employment, GNWT

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**NWT Graduates and Graduation Rates**

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|
| [illegible] | 201 | 235 | 213 | 254 | 282 | 254 |
| Graduation Rate | 33% | 37% | 34% | 37% | 41% | 41% |

# 32 Post Secondary Education – Students Accessing Financial Assistance

***The proportion of students accessing SFA remains constant at 8% of the total population aged 18 to 44.***

NWT students access Student Financial Assistance (SFA) in order to participate in post-secondary education, including college and university programs. The SFA program also funds up to two semesters for upgrading for Inuit and status Indian students through the UCEP program administered on behalf of the federal government. There was a steady increase in numbers of students accessing SFA from 1,010 in 1993 to 1,630 in 1996. Since 1996, the numbers have decreased slightly, reflecting a similar decrease in total population.

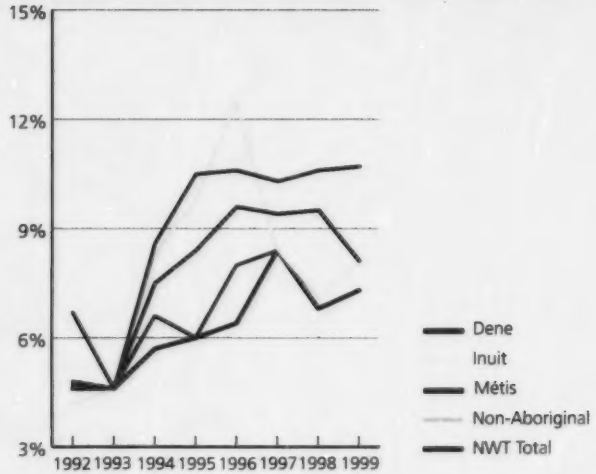
In the 1998-99 academic year, 2,400 students applied for SFA and 1,980 (83%) were approved. That year, 1,520 students, or 77% of those whose applications were approved, accessed the funds in order to participate in post-secondary education. This represents almost 8% of the total NWT population between the ages of 18 and 44, compared to 5% in 1993. The average age of NWT students participating in post-secondary education is 29 years, compared to the national average of 26 years. Of the total students in the NWT who accessed SFA in 1999, 50% were between the ages of 19 and 25 years, and the rest ranged in age from 26 to 66.

Aboriginal students comprised 49% of the total 1,520 students accessing SFA in 1999. This figure is representative of Aboriginal people as a proportion of the total population of the NWT. Participation for Dene, Inuit and non-Aboriginal students is similar to the territorial rate of 8% of the population aged 18 to 44. Participation for Métis students is higher at almost 11%.

Overall, 51% of students accessing SFA in 1999 attended college, 32% university, 7% trades and 10% other. Of these, 38% are taking programs or courses in the NWT and 62% are attending a southern institution. These proportions are consistent with other years. Fluctuations in participation, such as the rise from 10% to 13% for Inuit between 1995 and 1996, are partially the result of a small population, but also reflect delivery of short-term programs to meet particular needs in the north on a per-needs basis. An example of this is the Community Based Teacher Education Program (CTEP) delivered in the Beaufort-Delta.

In a survey of the 13- and 16-year-old student population in the NWT, 95% reported that they expect to continue their education after completing high school.

Increased access to secondary school, through the implementation of grade extensions, means that more students will complete high school and be eligible to participate in post-secondary education. Additionally, Internet connections will increase student options by providing access to a variety of programs and courses in all communities. Changes to the *Public Colleges Act* give students more access to degree programs in their home community. The number of students accessing SFA is expected to rise as program delivery increases at the community level and as more training programs related to NWT employment opportunities are developed.

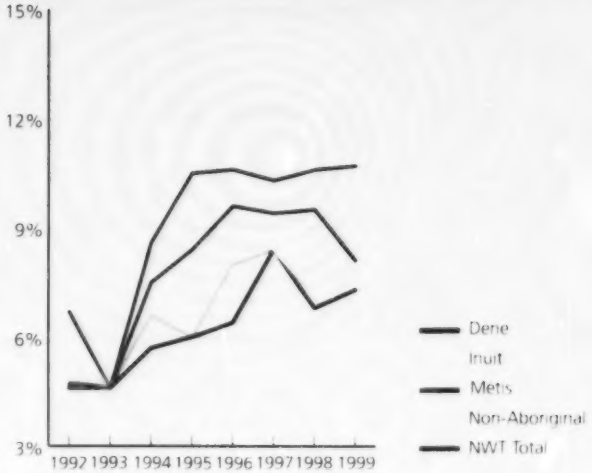



**Source:**
Education, Culture and Employment, GNWT



**Students Accessing SFA**

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|---|---|---|
| Dene | 200 | 200 | 340 | 390 | 460 | 460 | 470 | 410 |
| | 4.7% | 4.6% | 7.5% | 8.4% | 9.6% | 9.4% | 9.5% | 8.1% |
| Inuit | 70 | 80 | 140 | 170 | 220 | 150 | 130 | 150 |
| | 4.2% | 4.8% | 8.3% | 9.8% | 12.5% | 8.4% | 7.1% | 8.1% |
| Métis | 120 | 130 | 150 | 180 | 180 | 170 | 180 | 180 |
| | 6.7% | 7.4% | 8.6% | 10.5% | 10.6% | 10.3% | 10.6% | 10.7% |
| Non-Aboriginal | 560 | 600 | 690 | 720 | 770 | 830 | 780 | 780 |
| | 4.6% | 4.9% | 5.7% | 6.0% | 6.4% | 7.0% | 6.8% | 7.3% |
| NWT Total | 950 | 1010 | 1320 | 1460 | 1630 | 1610 | 1560 | 1520 |
| | 4.8% | 5.0% | 6.6% | 7.2% | 8.0% | 8.0% | 7.8% | 7.9% |




**Source:**
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| | 4.8% | 5.0% | 6.6% | 7.2% | 8.0% | 8.0% | 7.8% | 7.9% |

***There is a direct relationship between level of education, likelihood of employment and earnings.***

Both the likelihood of employment in the NWT and income are directly related to an individual's level of education. Only 36% of those with Grade 8 or less are employed. The proportion rises to 77% for those with a Grade 12 Diploma and 90% for those with a university degree. Within the category of those holding a certificate or diploma, employment rates are considerably higher for individuals who have completed Grade 12 than for those who have not.

Where a person lives also impacts their likelihood of employment. An individual with Grade 8 or less is more likely to find employment in Yellowknife (37%) than someone with the same education level living in a regional centre (32%) and more than one and a half times as likely as someone living in a community (23%). This disparity decreases proportionately with increased levels of education. For people with a university degree the likelihood of finding employment is 90%, regardless of where they choose to live in the NWT.

Earnings increase substantially with level of education. A person with a university degree earns on average more than twice that of someone with Grade 8 or less education ($63,000 compared to $30,000).

Education provides individuals with choices. It increases the number of jobs a person can do and further education and training that can be accessed. People with lower levels of education usually are restricted to jobs in the service sector, such as clerks, sales people, labourers, truck drivers or waiters. Career advancement is difficult.

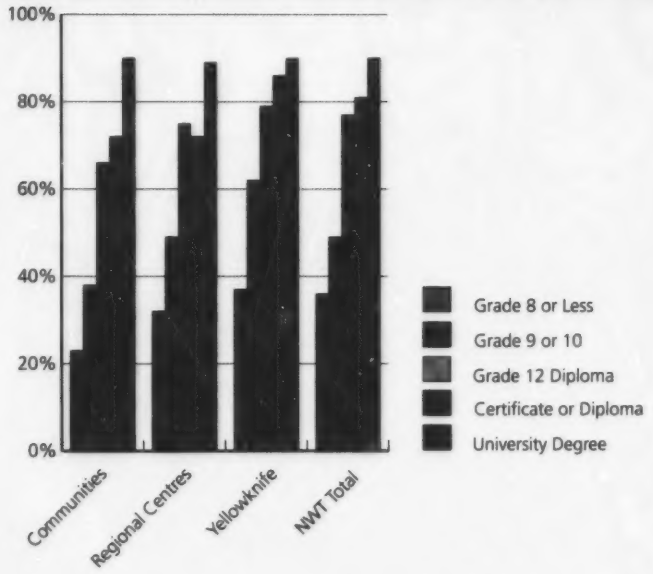
Individuals who have some training in addition to a senior secondary school diploma have excellent chances of getting a job. They have many more career choices and receive higher wages. Jobs possible with such training include managers, administrators, licensed tradesmen, secretaries, RCMP officers, park wardens, firefighters, child care workers, education assistants or community health workers.

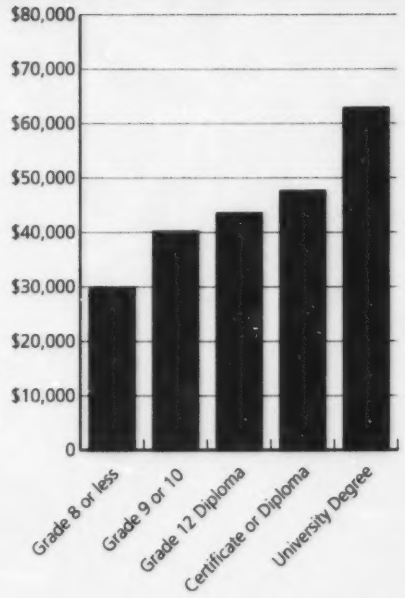
A university degree ensures the best chance for employment (90%) and the highest wages. Career choices include business, education, law, social work, psychology, biology, geology, engineering, architecture and medicine.

Most northern employers currently expect their employees to have a minimum of Grade 12 education, and requirements for many types of jobs are steadily increasing. The move from service economy to an information economy will continue. While the role of government as an employer in the northern workplace is decreasing, opportunities in the private sector will increase in areas such as oil and gas and the proposed opening of a second diamond mine. Many of these jobs will require a skilled workforce. Education facilities in the north will provide training programs for prospective employers and employees with higher levels of education.

**Source:**
Census of Canada, 1996
NWT Labour Force Survey, Winter 1999

**Note:**
1. Based on population 15 years of age and over.
2. Employment rate is calculated on the total population having a given education level, versus those who want to work.
3. Certificate or Diploma: This category includes trades and other non-university as well as some university education.

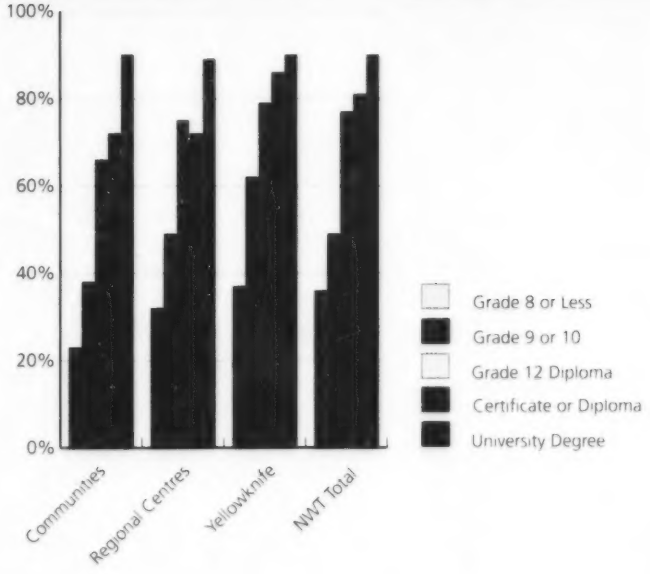


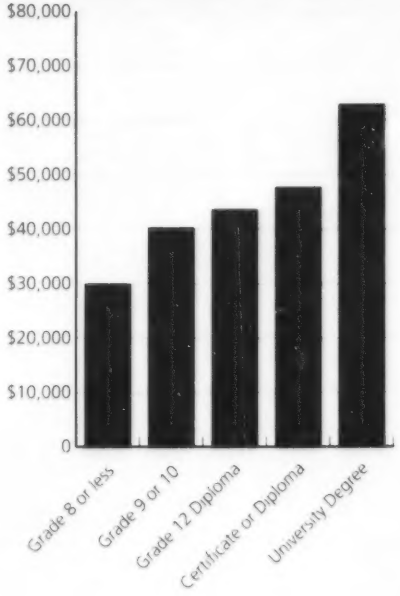

**NWT Employment Opportunities and Earnings by Educational Level, 1996**

| | | Gr. 8 or less | Gr. 9 or 10 | Gr. 12 Diploma | Certificate or Diploma | University Degree |
|---|---|---|---|---|---|---|
| Communities | % Employed | 23% | 38% | 66% | 72% | 90% |
| Regional Centres | % Employed | 32% | 49% | 75% | 72% | 89% |
| Yellowknife | % Employed | 37% | 62% | 79% | 86% | 90% |
| NWT Total | % Employed | 36% | 49% | 77% | 81% | 90% |
| | Average Income | $29,843 | $40,255 | $43,619 | $47,699 | $62,952 |

Employment Opportunities by Education Level




Average Income by Education Level

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| Communities | % Employed | 23% | 38% | 66% | 72% | 90% |
| Regional Centres | % Employed | 32% | 49% | 75% | 72% | 89% |
| Yellowknife | % Employed | 37% | 62% | 79% | 86% | 90% |
| NWT Total | % Employed | 36% | 49% | 77% | 81% | 90% |
| | Average Income | $29,843 | $40,255 | $43,619 | $47,699 | $62,952 |

# Glossary

*Aboriginal*
In Canada, of or relating to Indian or First Nations, Métis or Inuit people. In the context of this report, refers to individuals in the NWT claiming Cree, Dene, Métis or Inuit status.

*After School Care*
Child care provided outside of the regular school program for any child up to and including 11 years of age who is in regular attendance at a school operated pursuant to the *Education Act*.

*Adult Basic Education*
Adult Basic Education refers to curricula used by the NWT public colleges. It includes six levels ranging from literacy to course work at the university preparation level. Courses assist participants in learning or reviewing skills needed to meet personal, educational or employment goals.

*Attending Student*
An attending student is one who, in the period of October 1 to October 31, was not absent (more than 60% of the possible sessional days during the month) without parent, guardian or school permission.

*Career and Technology Studies*
Career and Technology Studies is a sequence of modularized course offerings at the junior and senior secondary school levels. Many modules have been "northernized" to reflect Aboriginal perspectives.

*Challenged Courses*
In the NWT, a student may request to demonstrate proficiency at any time in any course including those which require a Grade 12 Diploma examination. In such cases, the principal must ensure that the challenge criteria will be adequate indicators for potential success in the preparation to write the Grade 12 Diploma examination. Principals will determine whether the request is reasonable, and if so, when and how the student will demonstrate proficiency. Upon successful completion, the principal will submit a written request to Student Records, indicating that the student receive credits for that course.

*Child Care or Nursery School Facility*
A service which provides care, instruction and supervision to five or more children, in the absence of their parents or guardians, by individuals who are not relatives of the majority of the children. Programs may be either for profit or non-profit.

*Classroom Assistant*
Traditionally this was an individual working in a paraprofessional role in schools. These individuals were responsible to the classroom teacher and assisted the teacher in implementing programs for individual students or groups of students. Under the new *Education Act* (Section 62), any person formally employed as a classroom assistant is now deemed to be an "Education Assistant".

*Communities*
In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres and communities. Communities refers to the rest of the communities in the NWT, including the education centres of Fort Simpson, Norman Wells and Rae-Edzo. Communities have populations less than 2,500 and share demographic characteristics. See also Regional Centres.

*Credit*
Credits are achieved at the senior secondary school level through satisfactory attainment of specific curricular objectives.

Each credit represents approximately 25 hours of instruction. A student requires 100 credits to graduate with a senior secondary school diploma.

*Culture-Based Schooling*
School programs and learning environments which reflect, validate and promote the values, world views and languages of the community's cultures.

*Department*
Refers to the Department of Education, Culture and Employment, Government of the Northwest Territories. Its responsibilities include early childhood programs, in-school programs (K-12), and colleges and continuing education.

*District Education Authority*
A District Education Authority (DEA) is established for each Education District. Its duties and powers are conferred by the *Education Act* and its regulations. Members of each DEA are elected in their Education District. Former Community Education Councils (CECs) are now DEAs.

*Divisional Education Council*
A Divisional Education Council (DEC) may be established by the Minister of Education, Culture and Employment for each education division to govern the education division. Its duties and powers are conferred by the *Education Act* and its regulations. A DEC is composed of representatives of each DEA in the education division. Former Divisional Boards of Education are now Divisional Education Councils.

*Early Childhood Program*
A program or service provided to children primarily between birth to 6 years of age.

*Education Assistant*
An individual working in a paraprofessional position in a school and who, under the direction of a teacher, assists in implementing programs for individual students or groups of students. They are also known by a variety of other names such as, Classroom Assistant (CA), Special Needs Assistant (SNA), Student Support Assistant (SSA) and Inclusive Support Assistant (ISA).

*Education District*
The NWT is divided into education districts. These districts are established by the Minister of Education, Culture and Employment and, in most instances, conform to the boundaries of each community in the Territories. Some communities, e.g. Yellowknife, may have more than one education district.

*Education Division*
Education divisions in the NWT are established by the Minister of Education, Culture and Employment and cover a geographic area including several communities, e.g. Sahtu.

*Ethnicity*
Refers to an individual's ethnic affiliation; affiliation with a distinct group of people with a common linguistic and cultural heritage, e.g. Inuit, Dene, Métis.

*Family Day Home*
A child care service provided for up to eight children in the operator's residence. The program is usually less structured than a day care centre. Family day homes are classified as non-profit operations.

*Federal Funds*
Contributions made by the Department of Education, Culture and Employment to education councils, education authorities or private schools on behalf of the Government of Canada.

*First Language*
For the purpose of this report, first language is synonymous with "Mother Tongue" in that it refers to the first language learned in childhood and still understood.

*First Language (L1) Programs*
For the purpose of this report, L1 refers to school programs in which an Aboriginal language is the primary language of instruction in the classroom. Schools vary as to the grade levels at which these programs are offered but most commonly they occur at Kindergarten through Grade 3.

*French First Language Program*
A French language program where all instruction in the classroom is in French. Such programs are offered where students who are Francophone or qualify as Right-Holders for French First Language instruction under Section 23 of the *Charter of Rights* are sufficient in number.

*French Immersion Program*
A French language program for non-Francophones where more than 50% of instruction is in French. Immersion programs are offered at various grade levels depending on the education jurisdiction.

*French Second Language Program/Core French*
A French language program in which French is taught as a subject. Such programs are offered for various amounts of time per week depending on the grade level.

*Full-Time Equivalent*
A term used when referring to student attendance. Funding formulae may be based on the number of FTEs. Each student who attends school for a full day program (Grades 1 to 12) and who is present 40% or more of the time is counted as an FTE. Students in Kindergarten who attend for one-half of the day are counted as 1/2 FTE, as are home-schooled students, students in Grades 10 to 12 taking fewer than 15 credits a year, and young offenders who spend less than 50% of time in a school.

*General Educational Development*
The General Educational Development (GED) program provides a second chance for adults who left school before completing Grade 12. By passing the GED tests, individuals earn recognition for high school equivalency. Holders of a GED may qualify for college entry and jobs requiring a secondary school diploma, and can obtain training and advancement at work. In the NWT, an individual who is 18 years of age or older may, upon successful completion of GED tests, be issued a GED X, XI or XII certificate.

*Grade Extensions*
The policy and practice begun in 1989 by which smaller communities in the NWT gradually expanded their school programs to offer Grade 10, 11 and 12. It is also referred to as the Community High School Initiative.

*Home Language*
The language most often used to communicate in the home.

*Inclusive Schooling*
The policy and practice mandated by the *Education Act* of the NWT which facilitates the membership, participation and learning of all students in regular classrooms and other school activities.

*Junior Secondary*
Grades 7, 8 and 9.

*K-12*
This term is used to refer to all the grade levels (Kindergarten, Grade 1, 2,...12) for which education programs are provided in the NWT school system.

*Licensed Child Care*
Care which is provided in a facility or home which has been inspected and meets the standards set out in the Northwest Territories *Child Day Care Act* and Regulations.

*Licensed Spaces*
The number of spaces available for pre-school children in an Early Childhood Program which has been licensed by the Department of Education, Culture and Employment. Criteria for licensing are specified in the *Child Day Care Act* and Standards Regulations.

*Magnet Facility*
A designated residential facility which provides services to students from outside the jurisdiction in which the residence is located. Educational services may be provided either within the facility or in a local school. Facilities such as young offender custody and group homes facilities operated by the Department of Justice, or group homes, treatment centres and safe shelters operated under the Department of Health and Social Services may qualify for this designation.

*Non-Aboriginal*
In this report, refers to individuals in the NWT not claiming Cree, Dene, Métis or Inuit heritage and status.

*Person Year*
A term used in Human Resources and Finance matters. Staff positions are often referred to in person years (PYs). A full-time employee would represent one PY, whereas an individual working half-time would be .5 PY.

*Principal Certification*
There is a requirement under the *Education Act* that anyone wishing to be employed as a principal of a school must hold a certificate of eligibility as principal. Such a certificate is obtained by completing the principal certification program approved by the Minister of Education.

*Regional Centres*
In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres and communities. Regional centres refers to the communities of Fort Smith, Hay River and Inuvik. The regional centres have populations greater than 2,500, and share demographic characteristics. See also Communities.

*SAIP*
The School Achievement Indicators Program (SAIP) is a national testing program sponsored by the Council of Ministers of Canada (CMEC). The goal of SAIP is to answer the question, "How well are Canadian students doing in the core school subjects of reading and writing, mathematics and science?" The program has been designed to provide data at the national and provincial or territorial levels and for the two official language groups in some of the provinces. Two age groups, 13- and 16-year-olds, have been selected for testing. Tests are administered in the spring of each year.

*School-Community Counsellor*
School-community counsellors are community residents who are employed in NWT schools as counsellors after having completed a training program at one of the public colleges. They work with students, families and the community. In

addition to counselling students and referring students to other agencies, they play an important liaison role in bringing the school and community together in supporting students in their education.

*Second Language (L2) Programs*
For the purpose of this report, L2 refers to school programs in which the Aboriginal language is taught as a subject. The Aboriginal language may also be used informally throughout the day, but the primary language of instruction in the classroom is English.

*Senior Secondary*
Grades 10, 11 and 12. Students earn credits for each successfully completed course at these levels. Upon meeting the minimum graduation requirement of 100 credits, students receive a Secondary School Graduation Diploma.

*Student Financial Assistance*
A program of financial assistance whereby students who are NWT residents and enrolled in a post-secondary education program may receive grants and/or loans. There are various eligibility criteria based on length of residency, degree of need, ethnicity, etc.

*Student Support Assistant*
A paraprofessional who, under the direction of the classroom teacher, works with students within the classroom or in other settings to assist in the implementation of Individual Education Plans. The assistant may also work with groups of students in order to facilitate the programming for the class as a whole.

*Territorial Funds*
Contributions made by the Department of Education, Culture and Employment to education councils, education authorities or private schools on behalf of the Government of the NWT.

*Transition Programs*
For the purpose of this report, transition refers to a shift from Aboriginal first language (L1) programs to L2 programs, where English becomes the primary language of instruction. Schools vary as to when this shift occurs, but generally transition programs begin in Grade 3 or 4, and may continue throughout Grades 5 and 6.

*Waiver of Prerequisites and Credits for Prerequisite Courses*
Prerequisites and credits for prerequisite courses may be waived by the principal as long as the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies; judgements are made on an individual basis, not for an entire class of students; and it is in the student's best interest. Waived courses must be reported in writing by the principal to the Manager, Student Records, together with a recommendation for granting of credits. Credits for a prerequisite may be granted only upon successful completion of the next or higher ranking course in that sequence. The waiver provision does not apply to specific courses which are part of the graduation requirement, except in the case of mature students, and students who enter an NWT senior secondary school in Grade 11 or 12.

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|---|---|
| ABE | Adult Basic Education |
| CA | Classroom Assistant |
| CMEC | Council of Ministers of Education, Canada |
| CSFY | Conseil scolaire francophone de Yellowknife |
| CTEP | Community-based Teacher Education Program |
| CTS | Career and Technology Studies |
| DEA | District Education Authority |
| DEC | Divisional Education Council |
| ECE | Department of Education, Culture and Employment |
| FFL | French First Language |
| FSL | French Second Language |
| FTE | Full-Time Equivalent |
| GED | General Educational Development |
| GNWT | Government of the Northwest Territories |
| ISA | Inclusive Schooling Assistant |
| L1 | First Language Programs |
| L2 | Second Language Programs |
| NWT | Northwest Territories |
| PCP | Principal Certification Program |
| PST | Program Support Teacher |
| PY | Person Year |
| SAIP | School Achievement Indicators Program |
| SCC | School-Community Counsellor |
| SNA | Special Needs Assistant |
| SSA | Student Support Assistant |
| TEP | Teacher Education Program |

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